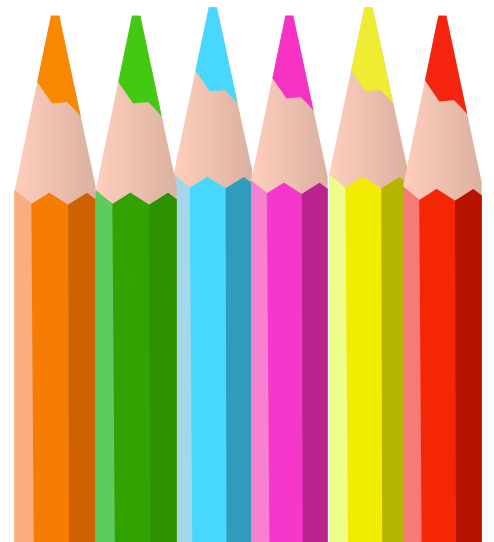




Learning Through the Eyes of Our Learners

October 2026
Edition



FINDING MY PLACE AT TRRS

Starting at a new school is more than just finding your classrooms and learning new routines. It is also about meeting new people, building friendships and discovering where you belong. When I joined The Roman Ridge School (TRRS) last month, I was excited about the opportunity but also unsure of what to expect. I wondered whether I would connect with my new classmates and feel comfortable in an environment where many students already knew one another. However, as the days passed, I began to realise that settling into a new school could be a much more positive experience than I had imagined.

One of the things that made the transition easier was the kindness and openness of some of my classmates.

Their welcoming attitude helped me feel more comfortable and gave me the confidence to start conversations and get to know the people around me. Through lessons, group work, everyday conversations and spending time together, I gradually began to build new friendships and become more involved in school life.

I was also encouraged by the opportunity to connect with students across different year groups, including both my junior and senior mates.

These interactions helped me feel more at ease and reminded me that friendship can grow in unexpected places. As I got to know more people, I discovered that I had more in common with them than I had first thought. What had initially felt unfamiliar slowly became more comfortable, allowing me to express myself more freely and participate without feeling as nervous.

Looking back on my first month at TRRS, I can see how much the experience has helped me grow in confidence and feel more connected to the school community. The warmth of my classmates, the support of students across year groups and the welcome I have received from teachers have all contributed to making this transition easier than I expected. I began the month wondering whether I would fit in, but I am gradually developing a sense of belonging.

My journey at TRRS is only just beginning, and I look forward to building more friendships, discovering new opportunities and becoming even more involved in school life. This experience has reminded me that although starting somewhere new can feel intimidating, a welcoming community can make all the difference. Sometimes, finding your place begins with a simple conversation, a friendly gesture or someone making the effort to help you feel included.

By: Aaron Koranteng (L6E)

HOW MUCH DO EXTRACURRICULAR ACTIVITIES REALLY MATTER?

As we prepare to leave school and begin university and adult life, we are often encouraged to participate in extracurricular activities, take on prefect roles and contribute to our school communities. These experiences can be exciting and rewarding, but they also raise an important question: how much do extracurricular activities actually matter when it comes to university applications and future careers?

According to Harvard University, applicants can distinguish themselves in different ways. Some demonstrate exceptional academic promise through their studies or research, while others stand out because of the many ways they have contributed to their schools and communities. Harvard seeks students who will contribute meaningfully to the education and experiences of their peers. This suggests that there is no single formula for a successful application. Academic ability matters, but so does the potential to make a positive contribution to a university community.

For students applying to universities abroad, extracurricular activities can provide an opportunity to demonstrate qualities that academic results alone may not fully capture. Leadership roles, debating, sports and community service can help students develop skills that are valuable both at university and beyond.

Serving as Head Girl or Head Boy, for example, can build confidence, encourage responsibility and teach students how to manage disagreements and work with different personalities. Debate encourages critical thinking, logical reasoning and the ability to consider opposing viewpoints. Sports, meanwhile, teach teamwork, discipline and how to remain composed under pressure. These experiences can help prepare us for the demands of adult life, where success often depends on more than individual ability.

However, it is important not to assume that extracurricular activities always outweigh academic achievement. The University of Oxford addresses this misconception directly, explaining that it is not necessarily looking for applicants with the longest lists of extracurricular interests. Instead, its tutors are primarily concerned with academic ability, potential and enthusiasm for the chosen subject.

Extracurricular activities are welcomed, but they are relevant to an application only when they help demonstrate that an applicant meets the selection criteria for their course.

Oxford's position highlights an important distinction: being involved in many activities is not the same as making meaningful use of the opportunities available to you. A student does not necessarily become a stronger applicant simply by joining several clubs or collecting leadership titles. What matters is the value of those experiences, what the student has learnt from them and, particularly where relevant, how they demonstrate qualities sought by the university or course.

This also means that students should be thoughtful about the activities they choose. Rather than participating in everything simply to strengthen a university application, we can focus on opportunities that genuinely interest us and allow us to develop. Someone who enjoys public speaking might benefit from debating or Model United Nations, while another student might find fulfilment in sport, creative writing, volunteering or scientific projects. The goal should not be to create an impressive list for an application, but to discover our interests, develop our abilities and contribute meaningfully to the communities of which we are a part.

Ultimately, extracurricular activities are valuable, but their importance depends on the individual student and the university or career they hope to pursue. They can strengthen applications, develop transferable skills and provide experiences that academic study alone may not offer. Nevertheless, they should complement rather than distract from academic goals, especially when applying to courses with demanding academic requirements.

As we prepare for the next stage of our lives, perhaps the better question is not simply whether extracurricular activities are necessary, but what we hope to gain from them. University applications matter, but so does the person we become along the way. The most valuable extracurricular experience is not necessarily the one that looks best on an application, but the one that helps us grow, discover our potential and make a meaningful contribution to the world around us.

By: Liam Adufutse (F3A)

THE KINDNESS WE LEAVE BEHIND

There are some things we remember for years without remembering exactly why — a teacher who believed in us when we did not quite believe in ourselves; a friend who stayed when it would have been easier to walk away; a stranger who smiled at us on a difficult day; a few gentle words spoken at exactly the right moment. Often, we remember how someone made us feel long after we have forgotten what they said. Perhaps this is one of the quietest truths about kindness: we may never fully understand the weight of a small gesture because we rarely know what someone was carrying when we offered it.

Our theme this year, “Be the Reason Someone Smiles,” has made me think about kindness in a way I had not before. As a member of the Prefect Body that came together to choose this year’s theme, I remember the conversations and reflections that shaped those words. At the time, they felt like a simple message we wanted to share with our school. Yet, living with the theme has revealed something deeper. It asks us to look beyond ourselves, to notice those around us and to recognise that even the smallest part we play in someone else’s life can make a difference.

I have come to understand that empathy begins with noticing. At school, we see our classmates laughing in the morning, but not necessarily the worries they carried with them. We see someone receive a good grade, but not the hours of uncertainty behind it. We notice someone being unusually quiet, but may never know what has made them that way. Every person we pass is living a life as full and complicated as our own, carrying hopes, disappointments, fears and dreams that may remain unknown to us. Remembering this has taught me to be slower to judge and quicker to understand.

But empathy is not simply about noticing what others might be going through; it is about how we respond to what we do not know. It does not mean that we can always understand exactly how another person feels. Possibly, it means recognising that we cannot always know. It is choosing to listen before assuming, giving someone the benefit of the doubt and understanding that sometimes, a person does not need a solution; they simply need to feel heard. It is learning to ask, "Are you okay?" and genuinely being willing to stay for the answer.

Words are strange things. They leave our mouths in seconds, yet can remain in someone's mind for years. A careless comment can become an insecurity, and a harsh remark can linger long after the moment has passed. But the opposite is equally true. A few sincere words of encouragement can become something a person carries with them when they need confidence most. A simple "I am proud of you," "You can do this," or even "I'm glad you're here" can mean far more than we realise. Recognising this has made me more conscious not only of what I say, but of the feelings my words leave behind.

Of course, understanding the importance of kindness does not mean always getting it right. I can be impatient, or become so caught up in my own worries that I forget to notice someone else's. Maybe, that is part of what makes kindness meaningful. It is not about being perfect or always knowing the right thing to say. It is about becoming more aware, learning from our mistakes and choosing, again and again, to treat people with a little more gentleness.

This is how I try to live our theme: not only through grand gestures, but in ordinary moments; Smiling at someone who needs encouragement. Making room for someone in a conversation. Checking on a friend, celebrating another's success. Listening without judgement and including those who might otherwise be overlooked.

None of these gestures seems extraordinary, and that is precisely the point. We often imagine that changing someone's life requires a remarkable act, when sometimes, all a person needs is to feel seen, valued and remembered. A smile takes only a moment, costs nothing and yet can soften an entire day. This is the quiet beauty of kindness: what seems ordinary to us may mean everything to someone else.

We may not remember everyone we meet, but someone may remember how we made them feel. Long after a conversation has ended or a school year has passed, the feeling we leave behind may endure. We may never know whose difficult day became easier because we listened, or whose confidence grew because we offered encouragement instead of criticism. And frankly, we do not need to know. Kindness is not measured by recognition or applause, but by the difference it makes, even when no one is watching.

That is why "Be the Reason Someone Smiles" feels like more than a theme to me. It is a reminder that kindness belongs not only in extraordinary moments, but in our classrooms, friendships, disagreements and everyday interactions. In a world that can make people feel small, we can choose to offer patience, welcome those who feel excluded and make others feel less alone.

If there is one lesson I hope to carry beyond this school year, it is this: be gentle with people. We are all learning, growing and carrying things others cannot see. We may never fully understand another person's struggles, but we can choose to make their journey a little lighter. This is one simple but key way to live our theme: not by striving to make every single person smile, but by remembering that, in someone's life, we can be a reason why.

By: Marissa Siriboe (U6A)

LEARNING TO GROW BEYOND GRADES

The most meaningful thing I have learned this month is that being an A student does not mean I will always get A's.

Starting Lower 6 with Physics, Chemistry and Mathematics has honestly been a big adjustment. I knew A-Levels would be harder, but I do not think I fully understood how different they would feel until I experienced them for myself.

Chemistry, especially, has been a significant change from IGCSE. Some topics I expected to understand quickly have taken much longer, forcing me to rethink my approach to studying rather than simply relying on the methods that worked before.

Physics has presented its own challenges, particularly the practicals. They have not gone as well as I expected, and receiving grades I am not used to seeing has been frustrating. I think the hardest part has not even been the grades themselves, but the thought that follows: "Wait, I usually do well in this." It feels strange to be confident in a subject and then suddenly find yourself questioning how well you actually understand it.

This experience has made me realise how easily one disappointing grade can make you feel as though you are not good enough, even when it is only one result. I am learning to separate my academic performance from how I see myself as a student. A poor practical result does not mean I am bad at Physics, and struggling with Chemistry does not mean I cannot succeed in it. Sometimes, it simply means that I have more to learn and need to find a better way of approaching the subject.

Instead of focusing so much on achieving the grades I am used to, I am trying to pay more attention to where I went wrong and what I can do differently next time. I am learning to see mistakes as opportunities to understand concepts more deeply, rather than as proof that I am not capable. I am also learning to be patient with myself because I am still adjusting to a completely new level of study, with different expectations and challenges.

I think this has been my biggest area of growth this month. I am beginning to understand that progress does not always look like getting a perfect mark or meeting every expectation. Sometimes, progress means receiving a disappointing result, allowing yourself to feel frustrated and then choosing to try again. It means being honest about what you do not understand, accepting that you need to improve and having the courage to keep going.

Lower 6 is definitely challenging me, but perhaps that is part of what makes this experience valuable. I am learning that being a good student is not about getting everything right all the time. It is about how you respond when things go wrong, how willing you are to learn and whether you can keep working towards your goals even when the results are not what you hoped for.

I may not get an A every time, but I can still learn, improve and become a better student. For now, that is a kind of progress worth being proud of.

By: Imani Akakpo (L6A)

A LESSON IN PERSEVERANCE

Have you ever struggled with something you thought you should be good at? Have you ever looked around and wondered why everyone else seems to understand something faster than you do? This month at The Roman Ridge School (TRRS), I experienced that feeling during a Mathematics lesson, but I also learned an important lesson: struggling with a subject does not mean you cannot succeed at it. Sometimes, you simply need more time, practice and patience.

In Mathematics, we were learning how to complete the square. At first, I found the method confusing and kept getting some of the steps wrong. I felt frustrated because I wanted to understand it as quickly as I imagined everyone else was doing. However, instead of giving up, I went through the examples again, asked questions and practised independently. Gradually, the steps began to make sense, and I became more confident in answering questions with less assistance. I was proud of myself because I knew I had worked hard to reach that point.

This experience taught me that making mistakes is a normal part of learning. I realised that I am not the only person who struggles with a new concept, and there is nothing wrong with asking for help when I need it. Most importantly, I learned not to measure my progress against that of others.

Everyone learns differently, and I should focus on what I am learning, how much I am improving and the effort I put into getting better.

I have also realised that this lesson extends beyond the classroom. Whether I am learning a new skill, working with others or facing an unfamiliar situation, patience and determination can make a real difference. There will always be moments when things do not go according to plan, but those moments do not have to define what I can achieve. Instead, they can teach me to approach challenges differently and give myself another chance.

Looking back on this month, I am proud of how far I have come, even if my progress may seem small to someone else. I know I still have more to learn, but I no longer see difficulty as a reason to doubt myself. I now understand that success rarely happens all at once. It comes from learning from mistakes, making a consistent effort and having the courage to try again.

As I continue my journey at TRRS and beyond, I hope to carry this lesson with me: I do not have to be the fastest learner in the room to succeed. I simply have to be willing to keep learning.

By: Lomharsh Singh (F4A)

SMALL STEPS, BIG DREAMS

Everyone has goals they hope to achieve, but reaching them takes effort, patience and a willingness to keep learning. This month, I have been thinking more about my personal goals and the small steps I can take to achieve them. I know that becoming the person I want to be will not happen overnight, so I am learning to take responsibility for my progress, both in and out of the classroom.

One of my main goals this month has been to become more organised with my schoolwork. I have been making an effort to complete my assignments on time, listen more carefully during lessons and take better notes. Although I sometimes get distracted, I am learning to stay focused and finish my work before moving on to other things. I have realised that being organised is not just about completing tasks; it is also about developing habits that will help me become more responsible.

I have also been working to improve in subjects I find challenging. When I do not understand something, I try to ask my teacher or someone else for help instead of giving up or leaving it unfinished. I have been practising more and learning to accept my mistakes as part of the process. Rather than becoming discouraged when I get something wrong, I am trying to understand what went wrong and how I can do better next time. This has helped me become more confident in my schoolwork and more willing to tackle difficult questions.

One of my biggest ambitions is to become an inventor when I am older. I would love to create my own gadgets and develop useful things that could make people's lives easier. This dream has encouraged me to take subjects such as Science and Mathematics more seriously because I understand that they can give me some of the knowledge and skills I will need in the future. I also enjoy discovering how things work and imagining what I might be able to create one day. Although I am still young, I believe that the habits I develop now can help prepare me for the future I want.

The achievement I am most proud of this month is becoming more focused and responsible with my work. I have learned that putting more effort into something can help me improve, even when I do not understand it straight away. I am also proud that I have continued trying when things have been difficult. I know I still need to work on my time management and concentration, but I can recognise the progress I am making.

Next month, I want to build on this progress by staying focused in class, managing my time better and continuing to challenge myself in the subjects I find difficult. I also want to keep exploring my interest in inventing and learning more about how ideas can become real creations. My dream may still be a long way off, but every lesson I learn and every challenge I overcome is another step towards making it a reality.

By: Kenzo Afrifa (F3A)

MAKING SOMEONE SMILE

This month, I made a conscious effort to live out our school year's theme by trying to make a positive difference in someone's day. I realised that even small acts of kindness can have a big impact on how a person feels.

One day, I noticed a classmate who seemed upset and discouraged. They had received a disappointing grade on a test they had worked very hard to prepare for.

Seeing how down they were made me think about how difficult it can be when our efforts do not lead to the results we expect. Instead of ignoring the situation, I decided to do something to encourage them.

I thought about what usually makes my classmate happy and remembered how much they enjoy silly jokes and drawings. I created a simple card with a funny doodle and a few cheesy puns. Although it was a small gesture, I hoped it would help brighten their day and remind them that one bad grade does not define their abilities or worth.

When I gave them the card, I saw their mood change almost immediately. Their smile showed me that they appreciated the effort, and it was rewarding to know that I had helped them feel better.

This experience taught me that kindness does not always have to involve something big or expensive. Sometimes, taking a few minutes to show someone you care can make all the difference.

Reflecting on this experience, I learned the importance of being attentive to the feelings of others. People often go through challenges that are not immediately obvious, and a small act of compassion can provide encouragement when it is needed most. This experience reminded me that making someone smile is not only meaningful for the person receiving kindness but also for the person giving it.

By: Jeanelle Tei (F2A)

A MEANINGFUL MONTH OF THOUGHTS

This month has been quite challenging, and I have not always felt like my usual self. I have had to slow down mentally, physically and socially, which has not been easy for me. One thing about me is that I like to plan everything ahead of time, both the important things and even the little things that may not seem necessary. So, when something unexpected disrupts my plans, I often feel as though I have lost a little bit of control. This month, however, has taught me that sometimes, life requires us to pause, even when we are not ready to.

It all began towards the end of September, when I had to take a step back from some of my usual activities to focus on my well-being. Although it meant being away from school for a while, I tried my best to remain involved in my classwork and even participate in some performances whenever I could. The Roman Ridge School has always encouraged me to believe in my talents and express myself in ways I never imagined. Whether it is performing, trying something new or simply being my energetic, funny and sometimes extra self, school has given me the confidence to be who I am while also reminding me that it is okay to slow down when necessary.

I have always wanted to be involved in as many activities as possible, but I am learning that balancing school, personal interests and relationships can sometimes be overwhelming. Thankfully, I have people around me who continue to offer support and guidance. My family and the teachers I trust have helped me understand the importance of taking care of myself. Ms. Rosina Akpey, in particular, reminds me that my feelings and ideas matter.

I appreciate how she takes our thoughts seriously and creates an environment where my classmates and I feel comfortable expressing ourselves.

It is reassuring to know that we can be heard, understood and encouraged to grow. I was especially looking forward to being present during the ISI inspectors' visit because I felt I had so much to contribute and showcase. Unfortunately, things did not go as planned. I was disappointed that I missed some of the events I had been excited about, including Sports Day, UN Day and parts of the inspection. These occasions give me opportunities to express myself, discover my strengths and create memories with others. Although missing them was difficult, I remind myself that there will be other opportunities to participate, learn and make the most of my abilities.

Despite the challenges, this unexpected break has given me time to reflect on the past few weeks and think about the person I want to become. I have been considering the habits I would like to improve, the changes I need to make and how I can take better care of myself. I am learning to make time for exercise, healthy eating, academics, friends and family without putting too much pressure on myself to do everything at once. Perhaps the most meaningful lesson I have learnt this month is that growth does not always happen when we are busy achieving things; sometimes, it happens when we pause long enough to understand ourselves.

One lesson I will carry with me is that life does not have to be perfect, and neither do I. Sometimes, I will have to step back, miss an event or change my plans, but that does not mean I have failed or that the opportunities I missed were my last. There will be other experiences to look forward to, new memories to make and more chances to discover what I am capable of. This month may not have gone the way I expected, but it has reminded me that even an unexpected pause can teach me something valuable. I am learning to give myself the same patience and understanding that I would offer someone else, and that, in itself, is a meaningful kind of growth.

By: Inaayah Ponle-Haizel (F2W)

A PIECE OF ADVICE TO NANA YAA KYERETWIE

If I had the opportunity to sit across Nana Yaa Kyeretwie from Efo Kodjo Mawugbe's play *In the Chest of a Woman*, I would advise her to fight for what she believes in, but never allow her ambition to make her hurt the people she loves. I would tell her that she is a strong, brave and intelligent woman who deserves to be respected, but she must learn that there are better ways to achieve her dreams than telling lies. I would also remind her of our school's theme, "Be the Reason Someone Smiles," because I believe that even when we are fighting for something important, we should try to bring happiness to the people around us rather than cause them pain.

Firstly, I would remind Nana Yaa that she is a very courageous woman. In the play, she shows that women can be just as strong and capable as men. She is knowledgeable about warfare and is not afraid to challenge men. However, she becomes determined to make sure that her family gets the opportunity to rule the kingdom. This is because her mother passed the throne to her younger brother, King Kwaku Duah II, instead of her. I understand why she feels hurt because she believes she is capable of ruling too. However, I would tell her that being denied something does not mean she should do anything possible to get it. Sometimes, we have to be patient and find a better way to solve our problems. If Nana Yaa learns to handle her disappointment peacefully, she can become a source of encouragement to other women who also dream of becoming leaders.

Secondly, I would advise her not to hide the truth about her daughter, Owusu Agyeman. Nana Yaa disguises Owusu as a boy because she wants her to become the next ruler of the kingdom. I believe that Nana Yaa does this because she wants to prove that women can also lead. However, by making Owusu live as a boy, she takes away her daughter's freedom to be herself. I would tell Nana Yaa that Owusu should be allowed to grow up knowing who she truly is. A child should not have to carry the burden of a parent's dreams. Although Nana Yaa wants her daughter to become powerful, she should also think about her daughter's happiness. Our school theme reminds us to "Be the Reason Someone Smiles," and I think Nana Yaa can do this by allowing Owusu to feel loved, accepted and free to make choices about her own life. Imagine how happy Owusu would be if she could live without the fear of her identity being discovered!

Another reason I would give Nana Yaa this advice is that her plan causes many problems in the family. As Owusu grows older, keeping her identity a secret becomes more difficult. The situation becomes even more complicated when Owusu develops feelings for her cousin. This shows that Nana Yaa's decision does not only affect her but also affects the people around her. I would tell her that a lie may seem like an easy solution at first, but it can become a bigger problem later. If she had been honest from the beginning, some of the pain and confusion in the family might have been avoided.

Sometimes, we forget that our actions can affect other people's feelings. Being the reason someone smiles does not always mean buying them a gift or saying something nice. It can simply mean telling the truth, listening to someone who is hurting or making a decision that prevents another person from suffering.

Finally, I would remind Nana Yaa that being a good leader is not only about sitting on a throne or having power. It is also about making wise decisions, being honest and caring about other people's feelings. I admire her determination and the fact that she believes women deserve the chance to lead. However, I think she needs to understand that she cannot fight for women's rights while taking away her own daughter's right to choose her future. She should try to change the unfair customs that prevent women from becoming leaders instead of using deception to get what she wants.

If she uses her courage to make life better for other women and girls, she could inspire many people and give them hope. That, to me, is one of the best ways to be the reason someone smiles.

In conclusion, if I sat across Nana Yaa, I would tell her that she is a powerful woman, but she must learn to use her power wisely. I would encourage her to speak up against unfair traditions while being honest with her family. From reading *In the Chest of a Woman*, I have learnt that we should never allow our ambitions to become more important than the people we love. I have also learnt that girls should be given the same opportunities as boys because both can become great leaders. Most importantly, I have learnt that we can make the world a happier place by thinking about how our actions affect others. My advice to Nana Yaa would be to follow her dreams, but always remember that honesty, love and understanding are more valuable than power. After all, being the reason someone smiles begins with making choices that help others feel valued, respected and loved.

By: Jada Asamoah (F1E)

THE IMPORTANCE OF ASKING FOR HELP

One of my personal experiences that has stayed with me was when I attended a Computing lesson and did not understand what was going on at all. We were given an independent activity based on the topic the class had covered, and I thought I was going to get very low marks. I then called my Computing teacher, Mr. Rexford Ohene Darko, over and explained that I was struggling to understand the lesson because I had joined the class two days after the term had started and had missed some very important lessons.

He asked me to come over to his table so that he could explain the work to me. I agreed and brought my chair over to his table. The topic was binary-to-decimal conversion, something I had never heard of before. I thought that even if Mr. Rexford Ohene Darko explained it to me, I would surely fail. However, as he explained the work, I gradually began to understand everything. Before I knew it, I had completed the activity and scored full marks!

Let me explain the work to you as well. Starting from the right, the place values are 1, 2, 4, 8, 16, 32, 64 and 128.

The binary number 10011001 has a one in the 128 column, a one in the 16 column, a one in the 8 column and a one in the 1 column. The zeros do not contribute any value. Therefore, we add $128 + 16 + 8 + 1$, which equals 153. This means that the binary number 10011001 is equal to the decimal number 153.

Anyway, returning to my experience, I was so happy that the smile on my face became wider than usual. I felt as though the weight of the world had been lifted off my shoulders. It was such a delight to me that I became determined to do more. Later on, I began studying independently at home and sometimes even practised in my head just for fun.

After that experience, I began to realise that even though I was behind in Computing while everyone else seemed to be ahead of me, Mr. Rexford Ohene Darko was the main reason I was able to catch up with the rest of the class. I owe him a great deal of gratitude for being such an amazing teacher.

The way he talked me through the work made me realise that patience is essential when learning new concepts in life. Rather than simply giving me the answers, he guided me through the work step by step and made sure I understood each part of the process. His patient explanations helped me gain confidence in my abilities and showed me that learning takes time. This experience taught me that patience is one of the most important qualities when trying to understand new concepts. It also taught me that asking for help is not a sign of weakness but an opportunity to grow and improve. Because of Mr. Rexford Ohene Darko's support and encouragement, I was able to overcome my difficulties, catch up with the rest of the class and develop a more positive attitude towards learning.

By: Jamie Prempeh (F1E)

Empathy is the Answer

What is empathy? Well let me tell you, It is being able to understand, share feelings, thoughts and experiences of another person. A lot of relationships and friendship break down without empathy.

I have learnt to put myself in people's shoes and imagine how they feel. Now I help my friends whenever they need help. Since I learnt the importance of empathy, I have developed the skills of active listening without interrupting and judging.

Again empathy has made me more patient. Even though practising empathy has not been easy, I sometimes get angry when someone is rude to me. Then I remember my empathy lessons and I quickly forgive my friends.

I encourage all of us to show empathy to everyone around us. This will make our world a safe and lovely place. Remember, be the reason someone smiles.

Jayda Tei Class 4 West

Class 2-The Journey So FAR

My first few weeks in class 2 has been exciting I have learned that being kind means helping someone feel better when they are sad I tried to see if it works so when I realised my friend was sad I played with her to cheer her up! Was happy when I saw her smile again I felt good because I was the reason someone smiled I will do my best to let as many people smile as I can each day.



Jireh Hastings
2 West

By: Jireh Hastings (C2W)

