RGS Peer Support Board 2013

**Secondary 102 PSL Session 4 Proposal**

*Last edited by: [Kelsie Tan, 8.58pm, 21/1/13]*

*Last vetted by: [name, date, time]*

Agenda for PSL Session

Date/Time : 23/1/13, 3pm to 4pm

Duration : 1 hour

Conducted by :Celestine Teo, Melvina Yeo, Kelsie Tan [PSLs] Victoria Goh[SPSLs]

Venue :102 classroom

Method of Conduction : Discussion and Activities

Topics Covered :Self-Management

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| --- | --- | --- | --- | --- |
| Time | Activity | Question to ask | Strategies/Steps | Objectives |
| 10 min | Introduction to Self-Management(Skit) | 1. What do you think Melvina has done wrong? 2. What could she have done better in?  | 1. After marking attendance, PSLs will perform a skit on self-management. 2. Bring a chair to the front.Refer to Appendix A.3. After which, PSLs will gather responses based on questions asked after the skit.  | - To introduce self-management to the year ones.  |
| 12 min | Practicing Self-Management | 1. In what areas have you felt stressed in? (For example studies or CCA) 2. How many of you guys sleep for at least 7 hours these few nights? | 1. PSLs will get the students to sit in groups of 5.2. PSLs will then hand out butcher sheets (one to each group) and tell the year ones to write down what self-management means to them. This will take 6min.3. Each PSL will then take charge of elaborating on one part of Self-Management(refer to the 2013 peer support programme pdf):Celestine: Personal EffectivenessMelvina:Interpersonal EffectivenessKelsie:Perfection vs Excellence | - To have pupils understand the importance and meaning of self-management. |
| 8 min | Energiser |  | 1. As the PSLs will be going through some pretty dry information later on during the session, PSLs will conduct an energiser just to boost the energy level in the class so that the Year 1s will be more hyped and more attentive. 2. Refer to Appendix B.  | - To energise the Year 1s so that they will be more attentive and less restless for the next few discussions.  |
| 12min | Support Group Discussion | 1. How should I manage my time if I have many commitments?2. How to unwind and rejuvenate?3. What are the consequences if I bottle up too much stress and repress my emotions? | 1. Split the class into respective Support Groups and carry out discussions about practicing self-management. | - To facilitate a more personal discussion amongst the PSLs and the year ones about self-management.-To convey to Year 1s to be aware of their own stress level and identify ways to rewind if need be.-To share some of the responsibilities PSLs undertake themselves and how you are able to prioritise them.- To advise the Year 1s to pace out their work and not to do last-minute work. |
| 8 mins | Responsibilities  | 1. What are some of the expectations i have to meet as an RGS girl, a daughter and a friend?  | 1. Gather the class together in the center for class discussion regarding responsibilities. 2. Go through some of the responsibilities as a student (Melvina), an RGS girl (Melvina), a daughter (Kelsie), and a friend (Celestine). Convey the important message that there are different expectations in each role. 3. SPSL to get Year 1s to recall what they have heard during discipline talk, and ask for opinions regarding the school’s approach towards values-driven behaviour and holding an individual accountable for her actions.  | - To let pupils reflect on and discuss about the different expectations and challenges that they may face, both in the RGS context, and at home |
| 10min | Reflection |  | 1. PSLs to hand out colourful pieces of paper, each decorated for each individual year one, to every year one. 2. Write down “What do I aim to achieve by the middle of the year?” on the board and then tell the year ones to write down and answer that question. Tell the year ones that we will return this letter to them during the last PSL session.3. After answering, a PSL will walk around and tell them to put all the papers into a box. These pieces of paper will be returned to them in the last PSL session.  | -To let the year ones see how much they have grown by the last PSL session. |

Logistics needed

|  |  |  |
| --- | --- | --- |
| Item  | Quantity  | Brought by |
| Scene cards | 3 | Melvina  |
| Printed photo of a pie  | 1 | Kelsie  |
| Fake exam paper with big red zero on it | 1 | Celestine  |
| Colourful Paper | 40 pieces | Celestine |
| Box | 1 | Kelsie |

**Appendix A:**

***Skit related to Self-management***

There will be 4 characters in the skit: all the PSLs including SPSL.

Kelsie = Nerd

Melvina = A school girl who lacks self management, the school’s most mischievous kid, who violates school rules and doesn’t manage her time well.

Victoria = Narrator

Celestine = Teacher

Scene 1 (social responsibilities[VG1] ):

Materials needed:

- Scene 1, scene 2 and scene 3 cards

- A printed photo of a pie

- A fake exam paper with a big red zero on it

Kelsie will walk into the scene like a nerd, will button up her PE shirt all the way up and tuck in her PE shirt into her shorts, complemented with high socks and nerd specs.

K: \*looks at watch, sighs\*

\*takes out marker and starts writing ‘3.14...’ slowly on the board\*

\*Melvina walks by bimboly and stops when she sees what Kelsie is doing\*

Melvina: Nerd!! What are you writing?

K: Pi.

Melvina: Hey, are you dumb? Pie is for food. –whips out printed image of a pie and pretends to munch on it. Not to brag... but even when I don’t study I still score a 3.2 for math, sometimes only miss 3.2 by abit. I don’t understand why you study so hard when you can just play all day long! –strides away-

K: -shrugs at audience-

Scene 2 (personal responsibilities):

\*Celestine and Mel walk in from either side\*

\*They cross paths and Mel doesn’t bow to the teacher\*

Celestine turns around: -coughs very loudly- Excuse me, good morning.

Melvina: What’s up teacher! To be honest, you are kind of short for a teacher...

Celestine: Melvina this is not the kind of attitude I expect from you, especially since you are an RGS girl. Have you submitted your math worksheet to me? You are late by 5 days. If you don’t submit it as soon as possible, I will issue you a booking.

Melvina: But teacher, I need time to relax and enjoy too. All work and no play makes melvina a dull girl. By the way, I can’t talk already! I need to rush home to watch my Korean drama! I will hand in my math worksheet if I have the time to do it! Byebye!

Scene 3 (being aware of your own capabilities):

\*Melvina walks in sits on the chair, looks at watch and sighs\*

Melvina: Oh my gosh, it’s already 2am and I havent even watched finish half the series! HOW? HOW? Aiya never mind i’ll just sleep in class tomorrow!

\*Melvina exits\*

Victoria: This continued for a week until the exam day. Melvina had forgotten there was exam and was planning to sleep in class again. Now it is the exam and Melvina not only doesn’t know how to answer the questions, but also feels like sleeping.

\*Melvina enters and sits on the same chair and dozes off.\*

Victoria: Before she knew it, the results came back and she got zero!

\*Celestine walks in as Victoria says this and hands Melvina a paper, then she leaves\*

\*Melvina looks and the paper, her jaw drops and she cries\*

**Appendix B**

***Evolution***

This game is just an energiser to boost energy levels. It is framed by a story, and the story goes like this:

Once, there was a village of goddesses, all of them lived happily until one day, an evil witch came and turn them all into eggs. The only way for them to turn into goddesses was to fight each other by playing scissors paper stone with one another, and whoever wins would grow to the next stage. The stages are: eggs, chicks, chickens, eagle, superman, and goddesses. However, they could only fight with people on the same stage. At the end of the game, whoever who are still eggs or chicks will have to do a forfeit: butt writing their own name.

The various stages will be accompanied with actions which will be performed by the PSLs.