**PSLDP (5 Dec 2015)**

**Essential Skills + Planning Purposefully and Effectively (for PSB’’16)**

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**PART I: ESSENTIAL SKILLS**

1. **CONDUCTING PSL SESSIONS**
2. **Having the right mindset**
* Open-mindedness
* Creating a suitable environment that promotes social and emotional learning
1. **How to handle Year 1s who are too quiet or loud**
* Too quiet…
* Throw a soft toy – the person who catches it will have to answer
* Call the Year Ones
* Too loud…
* 1 silent clap
* Orange squeeze (to get them to gather)
* Be firm if they keep interrupting you with questions – tell them to let you finish speaking first
* Delegate responsibilities to keep the noisier ones occrupied (in groups)
* Tell the loud ones to give other people a chance to speak
1. **How to control the class**
* If you get sarcastic responses (e.g. talking bad about teachers), do not encourage them.
* Try to make them see the positives instead (give good) examples about the teacher
1. **How to engage the class**
* Grabbing their attention, projecting your voice
* Know your class dynamics; this means finding out:
* unity of the class (bonded-ness),
* what kind of activities they like and,
* their general/overall attention span.

This allows you to plan and modify your activities to suit their liking (engaging them more).

1. **Public speaking**
* Find your comfort
* Where do you want to look at? Make eye contact or look around of look straight?
* Take note of your posture (don’t stand sloppily, don’t move too much as it might be distracting)
* Your posture affects whether they will pay attention to you or not
* Harness on your strengths
* If you are better at speaking to smaller groups, use it to your advantage; interact during activities
* You should put in effort in working on your weakness, but do not disregard your strengths
1. **What to do during Support Group Sessions**
* Generally recap on the topic for the day – ask them to share their learning
* Good time to share your own experiences to help them relate more to the topic – only if you are comfortable
* Do not necessarily need to stick to the topic
* Get to know more about the people in your support group
1. **Knowing your class dynamics**
* Pick up cliques and try and get them to split/mix around
* Do the number thing for grouping
* Be aware of what sort of activities they like
* Be aware of what they can stomach (in terms of content & ‘cheemness’)
1. **Simplify the topic**
* Break up ‘cheem’ words (e.g. Empowerment) – Big words & ideas might throw them off as they could feel like it is a distant thing
* Give alternative definition
* Get them to share what they associate with the word
* Would allow them to be able to relate to the topic more
1. **AS A PEER SUPPORT LEADER**
2. **How to balance between your roles**
* Do not be over-friendly with them (keep a distance)
* If they are getting too comfortable with you with what they share with you, don’t forget your role as a PSL
* E.g. they say negative things about their teachers, remind them that it is wrong
1. **ClassIC dynamics**
* Know what your each of your fellow PSLs is good at, and what they need help with
* Know yourself too
* Pool your strengths together, to make the sessions as fruitful as possible
* Learn to learn from your ClassIC, and approach them for help if needed
1. **Planning initiatives**
* Writing good proposals
* Clear objectives
* Plan for executing activities must be stated step-by-step
* Take note what logistics you will need activity immediately after planning the activity
* Don’t leave blanks in your proposals (shows that you didn’t think it through well enough)
* Give your vettors ample time
* For SPSLs: ideally 1 week before, worst case 3 days
* For teachers: 4 weeks before for camp, 2-4 weeks for other activities
* Brainstorming

A small guide on effective brainstorming:

**THE FLIP** (*flip* your initiative into a meaningful one!)

|  |  |
| --- | --- |
| **T**arget audience | What & whose needs are you trying to meet? |
| **H**eartfelt | How sincere is your initiative? Can your participants feel your sincerity? |
| **E**ase of participation | How easy is it for anyone in your target group to participate? |
|  |  |
| **F**easibility | Can you carry out the activity easily? Are the logistics accessible? Can you visualize the execution process? |
| **L**imitations | Is it realistic, given the parameters (time period, budget, etc.), to plan an initiative like this? |
| **I**nspirational | How does it impact your target audience? |
| **P**urpose | How is your initiative aligned with PSB’s VMGs? |

1. **Time management**
* Know how to manage your priorities based on the urgency at the moment (FLEXIBILITY!)
* If your 1st priority is normally acads, but you are organizing an event during a certain period, it should be your priority – you have to learn how to balance
* Inform your OT members/ClassIC members the periods during which you would be busy
* Commitment should be maintained at a certain standard at all times

1. **Basic expectations**
* Take the initiative to reflect on your own after every session/initiative - think about it seriously
* How did it go? Did it meet your expectations/objectives? If not, why? What could be better? Did YOU give it your best? What was your takeaway?
* Try and improve after every PSL session
* Cultivate a mindset for self-reflection
* Participate actively in all PSB activities – help out if you have a shift/duty and get your classmates and friends hyped up
* Being observant (especially for your PSL class)
* Communication
* If you Whatsapp is dead, ask around when you meet some from your OT in person (or you can always email them)
* Do not stay confused; put effort to get into the loop
* Utilize Tuesday Morning Meetings to clarify with your OT members, or ClassIC any doubts, if any.
1. **Admin matters**
* Be on top of ALL your admin stuff (especially if you are organizing an event)
* Booking venues
* Booking announcements slots
* RAMS (ideally 4 weeks, during holidays give them more time)
* Sending out consent forms
* Catering food
* No outdoor activities from 11am to 3pm and if the PSI >100
* Claims
* Know your budget before claiming
* Familiarize yourself with the claiming form
* Be punctual with your claims

**PART II: PLANNING PURPOSEFULLY & EFFECTIVELY**

* **How to plan initiatives that are less superficial & have deeper meaning**
1. **DEVELOPMENT OF SELF**
* Be genuine
* For example, for LID4 2015, the messages for the Y4s were targeted just for them [clear target audience] to encourage them for their last EYAs in RG [clear objectives, purpose]. A Google form was sent out to school to collect their words of encouragement [makes it heartfelt].
* The specific target (planning), and the sincerity (execution) made the initiative very genuine in nature, in turn getting good response from the Y4s
* Please don’t do it for the sake of doing it – you have to mean and believe in what you are doing (if you yourself do not feel connected to the initiative, how can the school population do so then?)
* Put yourself in the school population’s shoes
* Think of how the execution will feel to you if you were not the one organizing
* If you feel like there would be a problem, brainstorm ways to solve it [problem-solving, creativity, spontaneity & adaptability]
* Post-activity: Talk to your friends and classmates to gather feedback
* Ask them what went well or what could have been improved {initiative-taking]
* When meeting up with your OT for post-mortem, share the feedback and jot down the combined essence of all the feedback [Reflection]
* Exhibit the correct attitude
* Both in accordance to the initiative, and keeping in mind that you are a student leader
* Take both planning and executing equally seriously
* You will learn more after you go through experiences, so be open for mistakes and leave room for learning
1. **TAILORING ACTIVITIES**
* Define your purpose clearly/Be clear of exactly what you want to achieve – the entire OT needs to be clear with this.
* Initial planning should ideally be face-to-face with OT – more conducive to come up with clear set of goals.
* Go back to the roots of PSB when considering purpose
* Say explicitly (either before or after the initiative) to the target audience the reason behind the initiative [LINK to the big picture]
* Be certain that your activity (type of activity/mode of activity) is the *best* way to make your purpose clear to the audience
* Visualize your execution when you plan (visualize how people will respond) + Make sure your execution matches up with your visualization
* Do not use clichéd activity idea (e.g. Instagram challenge) unnecessarily
* Do not plan mindless activities (e.g. giving out food and putting the ball pit in the canteen for no reason other than to make yourself seen) – Will your activity bring about change in others?
* Take note of time period, audience, duration of activity
* EYA period – many people felt it was unrealistic for them to participate
* Do not repeat activities that have been done – modify, or come up new ones [Creativity, Adaptability]
* Put more effort into understanding the needs of the school population; think about how the initiative will affect those who participate (Try to target an issue that is significant in RGS)
* Assign people to man booths, don’t put the things there and expect the school population to participate.
* Activities should be short and engaging– if it is too overwhelming, it may end up backfiring instead of getting the school population engaged.