**PSLDP (5 Dec 2015)**

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

**CONTENTS**

**Part I: Essential Skills**

1. Conducting PSL sessions
   1. Having the right mindset
   2. How to handle Year Ones who are too quiet or too loud
   3. How to control the class
   4. How to engage the class
   5. Public speaking
   6. What to do during Support Group Sessions
   7. Knowing your class dynamics
   8. Simplify your topic
2. As a Peer Support Leader
   1. How to balance between your roles
   2. ClassIC dynamics
   3. Planning initiatives
   4. Time management
   5. Basic Expectations
   6. Admin matters

**Part II: Planning (initiatives) Purposefully & Effectively**

1. Development of Self

B) Tailoring Activities

**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.