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| What | Due | Who |
| Script for vid (to show teachers) | 13/11 | A |

PART 1 **How to plan initiatives which are less superficial and have deeper meaning**

Self:

~~Be genuine (give example of LID4)~~

Be yourself in the school population’s shoes (see how the execution will feel to you if you were not the one organising -> creativity to come up with solutions, spontaneity also -> VTC2 as example))

After the activity, talk to your friends and classmates to gather feedback (ask them what went well or what could have been improved on -> make this a compulsory part of completing your post-mortem),

Activity:

Define your purpose clearly/Be clear of exactly what you want to achieve (entire OT needs to be clear about this -> are trying to make a point or simply make the school less stressed; give example of VTC2) -> Can have f2f meetings to clear up the goals; At the same time, 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 your initiative (link to the big picture; VTC2 as an example); Can also get the audience to reflect

Be certain that your activity is the best way to make your purpose clear to the audience

Visualize your execution when you plan (to see how people will respond) + Make sure your execution matches up with your visualisation

~~Do not use cliched activity idea (e.g. instagram stuff) too often~~

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, cannot be standalone). Will your activity bring about change in others?

~~Take note of time period (EYA period - many people felt it was unrealistic for them to participate), audience, length of activity~~

~~Do not repeat activities that have been done; avoid similar ones too~~

~~Do not try and spread kindness/appreciation/wtv by making people give each other hugs/smiles/etc. (very surface and fleeting)~~

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 mann booths, don’t put the thing there and expect people to participate

~~Don’t get the school to do too much, may end up backfiring instead of getting them engaged~~

Final reminder:

Exhibit the correct attitude

Take both planning and executing equally seriously

You will learn more after you go through it

Group 1:

Why do initiatives tend to be perceived as superficial:

* only done occasionally (no follow-up)
* not enough support
* initiatives are repetitive
* being forced to do things make it seem fake and insincere

What problems prevent OTs from making their initiatives less superficial:

* initiatives conducted during peak periods
* hard to come up with original ideas
* overlook the importance to be passionate

Solutions

* Have a physical output (visualise)
* Following up on initiatives
  + make it habit

Group 2:

Why do initiatives tend to be perceived as superficial:

* do not go in-depth, on the surface (cannot identify with our cause), not infused into our daily lives

What problems prevent OTs from making their initiatives less superficial:

* not excited for the initiative
* hard to come up with original ideas
* time constraints

Solutions:

* Make identifiable and practical things that are actually helpful
* Enhance existing ideas
* Integrate it into their everyday lives

1. Brainstorm as a small group (9 PSLs + Amritha/Nicole) on
   1. Firstly, WHY initiatives tend to be perceived as superficial (based on their experiences in any OT)
   2. Secondly, WHAT problems prevent OTs from making their initiatives less superficial based on their experiences in any OT)
2. Guide the small groups to think of solutions to the problems they surfaced
   1. Ask them questions
   2. Share our experiences
3. Informal presentation to other group on the solutions (20 mins)
   1. Questions can be asked (e.g. Is it really feasible? We tried and it didn’t work)
   2. Presenters will share their experiences while presenting
   3. Amritha/Nicole will take note of what has been mentioned
4. Round-up
   1. Amritha and Nicole will share what has not been surfaced
5. Follow-up (after PSLDP) Compilation will be sent through DD and uploaded in the TnD website and the PSB Google Folder 2016

Logs:

1. Butcher Paper
2. Markers
3. Laptop (for A/N to take notes)

PART 2

**Essential Skills**

PSL Sessions (vid)

Having the right mindset

* Open-mindedness
* Creating a suitable environment that promotes social and emotional learning

How to handle Year Ones who are too quiet or too loud

* too quiet (throw toys and get the person who catches it to answer your question; call the Year Ones by name)
* too loud (1 silent clap; orange squeeze; be firm if they keep interrupting you with questions - tell them to let you finish speaking first; load them with responsibilities - give them stuff to do in a group; tell the loud ones to give other people a chance to speak)

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 (give example about the teacher)

How to engage the class

* know your class dynamics so you know what sort of ppl they are and their attention span
* project your voice

Public Speaking

* if let’s say you are better at speaking to smaller groups rather than bigger groups, work on both (work on more at your weaknesses and continue to improve on your strengths) -> your classic should also be aware of what each member is better at
* Find your comfort - for example, where do you want to look at (make eye contact with one person? look around? look straight?)
* Your posture -> take note, especially if you are talking in front of them as it affects whether they will pay attention to you

What to do during Support Group Sessions

* You do not have to stick to the topic, you can talk about other things (your own experiences is a good idea)
* Use the time to get to know more about the people in your support group

Knowing your class dynamics

* pick up cliques and try and get them to split/mix around more (give numbers)
* be aware of what sort of activities they like
* be aware of what they can stomach (in terms of content -> cheemness)

How to balance between your roles

* do not be overly-friendly with them (keep a distance)
* if they are getting too comfortable with you (with what they share with you, for example they say negative things about their teachers, remind them that it is wrong)

ClassIC dynamics

* know what each person is good at
* know what each person needs help with
* know yourself too!

Simplify your topic

* break up cheem words (like Empowerment) by giving alternative definitions or asking them what they associate with the word

Planning initiatives (present)

Writing good proposals

* clear objectives (do not bs it)
* your plan for executing activities must be stated step-by-step
* take note what logistics you will need for each activity immediately after planning the activity
* don’t leave blanks in your proposal (it shows that you didn’t think it through well)
* give your vettors ample time (ideally 1 week before, latest 3 days, for teachers, ideally 4 weeks before for camp, other activities 2-4 weeks)

How to brainstorm - THE FLIP *[flip (turn) your initiative to a meaningful one!]*

**T**arget audience: What need are you trying to meet? Whose need 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 visualise 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?

Time Management (video)

Know how to manage your priorities based the urgency at the moment (know how to switch them around)

* if your 1st priority is normally acads, but you are organising a thing during a certain period, put it as your first priority
* inform your ot members/classic members the periods where you are busy

Basic Expectations (video)

Take the initiative to reflect on your own (don’t do things blindly)

* after you complete an initiative, think about it seriously
* try and improve after every psl session
* cultivate a mindset for self-reflection

Participate actively in all PSB activities

* get your classmates and friends hyped up

Being observant (especially for your PSL class)

* to see if any year 1s are facing problems

Communication (especially if your Whatsapp is dead, ask around. do not stay confused.)

* u can always email someone or ask during tuesday morning meeting if you are unclear about anything
* if you not in the loop for an open ot, find someone in your ot and ask them

WAS (present)

How to do claims

* some things cannot claim
* know your budget for your event before claiming
* procedure
* be punctual w your claims

Be on top of ALL your admin stuff (especially if you are organising an event e.g. booking an announcement)

* booking venues
* booking announcements
* RAMS (ideally 4 weeks, during holidays give them more time)
* consent form
* no outdoor activities from 11am-3pm and if PSI is >100
* food

Spontaneity/Adaptability (present)

Dealing with Difficult Conversations

* There may come a time when you might have to start a difficult conversation with one of the Year Ones because she was either (i) going through tough times or (ii) being boisterous in class, and so on. Here’s how you can get through such a difficult situation and get your message across effectively as well.

(i) Information-gathering

* Have your facts straight before you begin, or if you don’t, ask the Year One some questions to get some basic information on her situation. This is to provide your conversation with a direction and also glean some insight into the person’s personality or difficulties.

(ii) Being assertive.

* After settling what needs to be communicated, we must do so in an assertive manner. Note the difference between assertive and aggressive!! We should be firm but never intimidating.

(iii) Being empathic.

* Put yourself in the other person’s shoes and think “How would I feel if my PSL were telling me this?” This will make us reconsider our approach.

(iv) Using appropriate body language (verbal and nonverbal)

* Speak clearly, not confrontational
* Sit in a relaxed way to give off a relaxed vibe (before going into a rather tense conversation)
* Maintain eye contact (!!) This can build trust between the two of you and your Year One will be willing to share more if she trusts you.

(v) Listen

* When we are stressed/tense we tend to listen less closely/well, hence we should aim to relax and listen carefully to the opinions/views of the Year One, by means of showing her respect, and also to see how you can steer the conversation.

(vi) Staying calm and focused

* Maintain an air of calmness; other people will also remain calm if you do. Keep focused on the aim of your conversation, and try not to deviate or get distracted. However, it is also important to note that if the conversation goes into deep, dark waters, you can try to move to lighter topics before nudging your way back to the discussion.

1. Video
2. Q&A
3. Presentation
4. Q&A

Logs:

1. Adaptor + Macbook
2. Video
3. Presentation Slides

PART 3

**Reflections**

1. Write down (in your laptop) 3 key takeaways
2. Write down 3 things you will change from now on
3. Later during Training Log Segment, ask them to refer to it to fill in their initiative reflection

SCRIPT

*PSL session is on going.*

PSL: So does anyone know what empowerment is?

*The class is quiet.*

PSL: Come on; just throw any answers that come to your mind

*The class remains quiet.*

*PSL laughs awkwardly, not knowing what to do.*

*A fairy appears, and everything freezes.*

Dolphin Diana: Have no fear, as I am now here.

PSL: Whoa who are you?

Fairy: I’m [funny witty name] and I’m here to help. What is wrong?

PSL: The class is really unresponsive! What do I do?!

Fairy: You can call their names! ORRRRR, here, *//hands her a soft toy//.* Throw this at them, and then whoever gets it, answers! Try it. ALSO, try not to throw big words at them. Break it down to simpler stuff so that they can understand!

*Fairy disappears, and everything resumes.*

PSL: *//looks around, confused, and then looks at the toy in her hand//* uhh, Oh, I have this soft toy, I’ll throw it, and then whoever catches it will have to answer me.

*Class suddenly gets excited, and she manages to get some response.*

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*But soon after...the class gets a bit too noisy.*

PSL: uh oh

*Fairy appears.*

Fairy: oh how the tables have turned. Why don’t you try the one silent clap? If they keep interrupting you, tell them to let you finish, and then give them time to ask you questions. Oh now that Im on this topic, if you have an activity and a few loud ones are always dominating, give them responsibilities! That way they will be occupied. Or just tell them to give others a chance too!

PSL: But some of them, they are not interested…

Fairy: Try to engage them! Find out about your class dynamics, and learn what kind of activities they prefer and get to know their style of learning. To keep their attention, you need to project your voice. Keep a good posture. Work on what you are good at too- if you are better at talking to small groups, then harness that.

*Fairy disappears. PSL is louder, and clearer. Class is more attentive.*

/

*The class then breaks into support group sessions.*

*The group is very awkward, and unresponsive. PSL is unsure what to do. Fairy appears*

Fairy: briefly talk about the topic, get them to reflect! Ask them what they liked in the session and what they didn’t. After that, you don’t always have to stick to the topic, talk about other things too. GET TO KNOW THEM!!

*Fairy disappears.*

PSL: How has school been?

Student #1: School is bad, I don’t like it.

Student #2: I don’t understand why I come to school, I should just quit

PSL: I know righ---

*Fairy appears.*

Fairy: NO NO stop. As a PSL, you have to be a good role model. If you get negative comments like this, *do not* encourage it. Try to explain the positive sides of whatever you are talking about.

*PSL apologizes. Fairy disappears, and she followed the fairy’s advice. Session is over, and she is walking on the track to the side gate.*

PSL: ok that session went quite ok. I guess I’m done then.

*Fairy appears.*

Fairy: Nuh-uh. After every session, and after every initiative you plan, take time to reflect. Write down those thoughts. Try to improve after every session. Make self-reflection a habit. During sessions, observe your class, and pick out those having problems and talk to them. Follow up with them too!

*A few days later, PSL is involved in planning a school-wide initiative.*

PSL: HMMM, but I have an AA due next week though… Which one should I do?

*Fairy appears.*

PSL: how did you get into my hous---

Fairy: doesn’t matter. Looks like you need my help. You need to learn how to manage your time. Know how to prioritize according to the urgency of the tasks you have at that moment. Isn’t this proposal due in 2 days?

PSL: I should do this right? OK thank you!

*She goes onto the google docs of the proposal.*

PSL: Wait, when did we even come up with THAT idea. HUH what is going on?

Fairy: ASK. Just text someone, or ask in the group chat. GET YOURSELF into the loop. Communicate! Also use Tuesday morning meetings to clear any doubts you have about things you plan; be it with your ClassIC, comms or open OT.

*Fairy disappears.*

*PSL walks down the stairs. A PSB initiative that she was not involved in was going on.*

Fairy: Are you forgetting something?

PSL: I am? What?

Fairy: You are part of the board. So even if you aren’t involved in the planning, encourage your friends to participate! In fact, you should help hype the school for any of the boards’ initiatives!

PSL: you’re right! Ok, ill go get my friends to participate.

*After a few days,*

*Fairy appears.*

PSL: Haven’t seen you in a while

Fairy: Because you have been improving as a PSL and didn’t need my help. Actually I only came here now to tell you that! Always keep track of your progress, because that’s how you know how to set goals for yourself. And it’s also rewarding to see how far you have come. You are now a more equipped PSL and im proud.

*Does something cute*

Fairy: Just remember everything I’ve taught you, and you will be just fine! If you have any more questions, feel free to ask any one of us.