



Henry Park Primary School

Programme for Active Learning

PAL@HPPS

A PAL Resource Handbook for Parents



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EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY

PAL@HPPS

PAL is an initiative recommended by the Primary Education Review and Implementation (PERI) Committee to provide greater balance between the learning of knowledge and the development of skills and values to better prepare our students to thrive in a fast-changing and globalized world. In 2016, Henry Park Primary School implemented Programme for Active Learning (PAL) for Primary 1 and 2 students during curriculum time.

PAL consists of modules of activities in two broad areas: Sports & Games and Outdoor Education, and Performing Arts and Visual Arts, to provide students with broad exposure and experiences through fun and varied activities. PAL is fun, enjoyable and provides opportunities for students to create and develop their social emotional (SE) competencies.

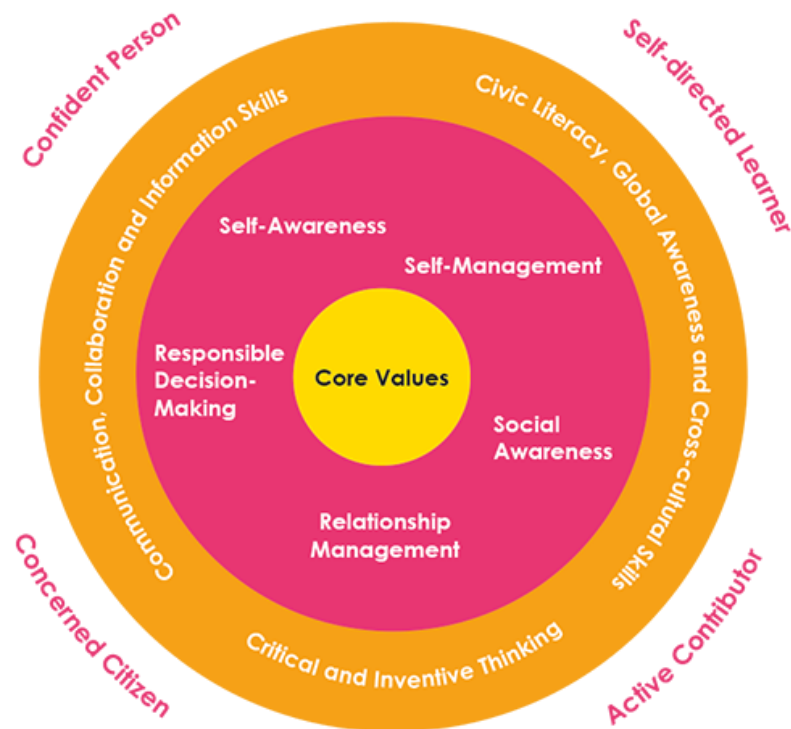
Objectives of PAL

- Facilitate all-rounded development of students and support holistic learning
- Provide students with broad exposure and experiences through activities in Sports & Games and Outdoor Education, and Performing and Visual Arts
- Provide fun and varied avenues for students to develop social and emotional (SE) competencies and Character Education (CE) values.
- Balance academic and non-academic learning

Characteristics of PAL

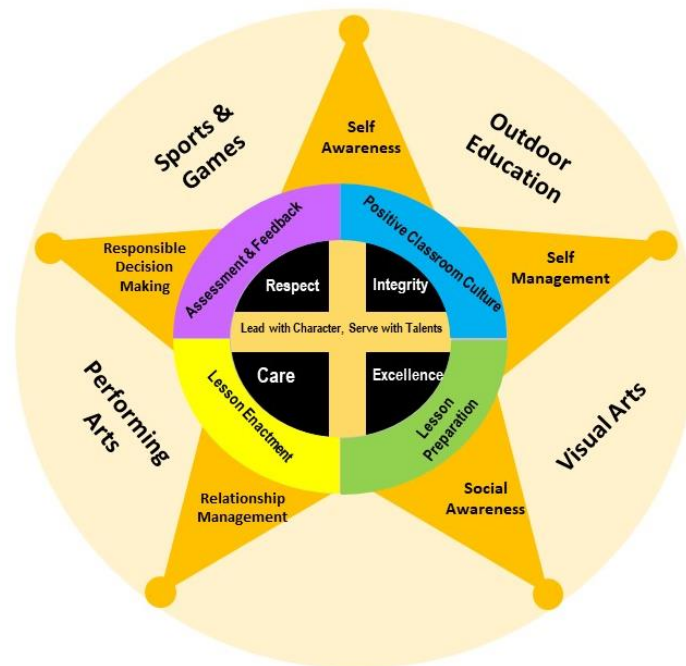
- Experiential in nature
- Encompass learning in a creative way
- Provide opportunities for children to create
- Develop social emotional (SE) competencies
- Incorporate values education
- Fun and enjoyable
- 3Cs - Curiosity, Cooperation and Confidence

MOE's framework for 21st Century Competencies and Student Outcomes



- PAL is also an avenue to equip students with the relevant skills, knowledge and dispositions to thrive in the 21st Century.
- As seen from MOE's framework for 21st Century Competencies and Student Outcomes, there are 5 social emotional competencies. They are self-awareness, self-management, social awareness, relationship management and responsible decision-making.
- These social emotional competencies will be nurtured during PAL lessons.

PAL@HPPS Framework



Adapted from CASEL's Framework for Systemic Social and Emotional Learning

School Vision

"Lead with Character, Serve with Talents"

The school vision, depicted as a plus sign in the heart of our framework, provides the breadth and depth of our PAL@HPPS programme. The vision guides the design and implementation of our curriculum to nurture every child to be a leader who is resilient, values-driven, makes responsible decisions and possesses a strong commitment to serve with his/her talents.

School's Core Values

Henry Park's four core values; namely, **Respect**, **Integrity**, **Care** and **Excellence**, are at the core of our PAL@HPPS framework. We aim to develop students to possess these essential values which will guide them well in all the decisions that they make throughout their lives.

What is SEL?

Social and Emotional Learning (SEL) refers to students' "acquisition of skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (CASEL).

The five key social and emotional competencies are Self-Awareness, Social Awareness, Self-Management, Relationship Management and Responsible Decision-making.

PAL@HPPS provides a platform for students to learn, develop, deepen and apply their understanding of the five social and emotional competencies.



Five Key Domains of Social and Emotional Skills

The star in PAL@HPPS framework signifies the five social and emotional competencies that we would like to develop in our students.

Social and Emotional Competencies are essential skills for children to recognise and manage their emotions, develop care and concern for others, make responsible decisions, establish positive relationships, as well as handle challenging situations effectively.

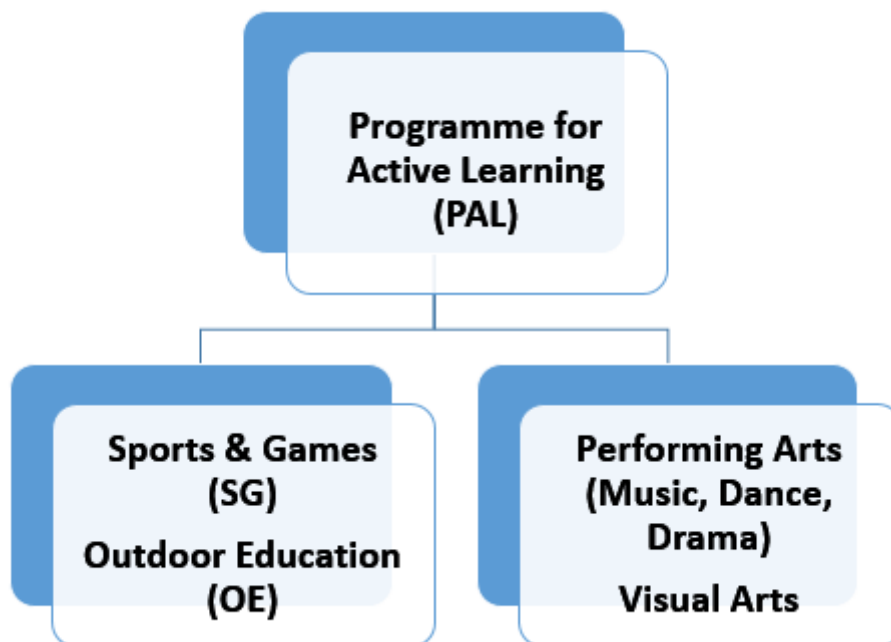
The definitions of Social and Emotional Competencies are listed in the table below (extracted from MOE website).

Social and Emotional Competency	Definition
Self-Awareness	A child has self-awareness if he/she understands his/her own emotions, strengths, inclinations and weaknesses.
Self-Management	A child can manage himself/herself effectively if he/she has the capacity to manage his/her own emotions. He/She should be self-motivated, exercise discipline and display strong goal-setting and organisational skills.
Social Awareness	A child has social awareness if he/she has the ability to accurately discern different perspectives, recognise and appreciate diversity, empathise with and respect others.
Relationship Management	A child can manage relationships effectively if he/she has the ability to establish and maintain healthy and rewarding relationships through effective communication, and is able to work with others to resolve issues and provide assistance.
Responsible Decision-Making	A child can make responsible decisions if he/she has the capacity to identify and analyse a situation competently. He/she should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.

Four Learning Domains

PAL@HPPS aims to facilitate all-rounded development of students and support holistic learning via four domains as depicted in the middle ring.

Over the foundation years of Primary One and Two, Henry Park students will participate in six modules of PAL conducted by our teachers as shown below.



What Our Students Are Saying About PAL

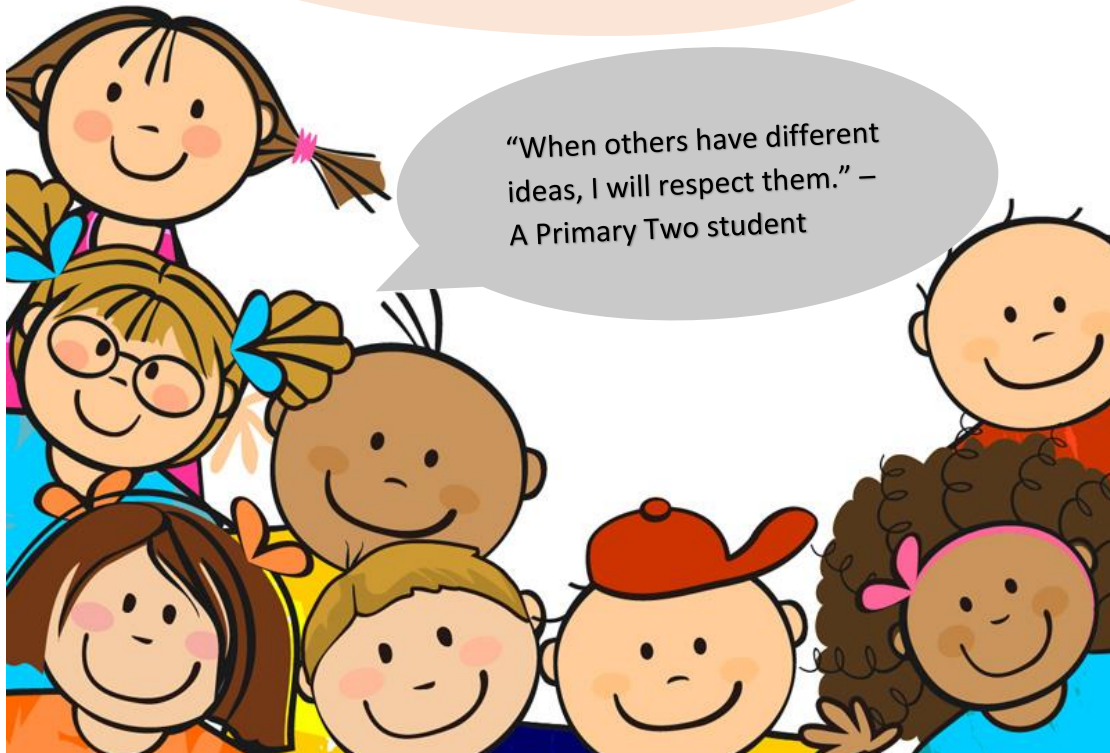
"Last year in kindergarten, when my class got back our test papers, I saw that my friend did badly for the test and I laughed at him. But this year, when my classmate did not do well for Spelling, I comforted him and said, "It's okay. You just need to study harder and you will do better the next time."
– A Primary One student

I am able to be friends with my classmate even when we disagree on things.
– A Primary One student

I can now handle an argument with my sister before it gets worse. I learnt how to cool down when I get angry
– A Primary One student

"During Sports Day, my classmate did not win a medal and one of the team did not win the competition. I told them not to be sad and try harder the next time." – A Primary Two student

"When others have different ideas, I will respect them." – A Primary Two student



What Our Parents Are Saying About PAL

"My child is becoming more aware of himself. In particular, he is more aware of his negative thoughts. He is making more effort to be more positive, resulting in greater confidence and ability to make better decisions." – A Primary One parent

"My child is able to interact better with friends and be more situationally aware and attuned to the feelings of others." – A Primary One parent

"She is able to use 'feeling' words to describe her emotions beyond 'I am angry/sad' as she is able to relate the incident with the emotions which were evoked. I see her maturing in her dealing with others as well as knowing that her actions/words affect others as well." – A Primary Two parent

"I see her being able to make decisions taking into consideration the feelings of others, like her siblings', instead of basing it on her own desires." – A Primary Two parent



What Our Teachers Are Saying About PAL



Mrs Mona Leong

In PAL lessons, students learn self-awareness regarding personal space. They are also managing their emotions better. They are less easily agitated and slower to get angry. They are more forgiving and less critical when their friends do something wrong.

During PAL lessons, student learn to identify problems that they face, evaluate the situations, and use appropriate solutions to solve the problems. They learn how to solve problems independently and collaboratively. PAL lessons provide students with a platform to make mistakes and learn from their mistakes.



Ms Ferlicia Lim



Mr Saifullizan Almashor

When students are aware of the strengths and weaknesses of their peers and themselves, they are able to be proud yet humble in their achievements. They are more sensitive to the feelings of others when they perform better than their peers so as not to demoralise their friends. Students are more motivated to do better as they are not made fun of or condemned by others.

My students have learnt to respect each other and put themselves in each other's shoes. They are now more aware that others have emotions and react positively and negatively to good and bad situations respectively.



Mr Siew Wai Kong



Mrs Emily Tang

During discussions, students reflect on their emotions and responses. They are made aware of the different emotions and appropriate responses to deal with these emotions. They also become aware of their own strengths and weaknesses.

Tips for Enhancing the SE Competencies in your Child using S.A.F.E

Support

- Encourage your child to make new friends
- Encourage your child to apply their knowledge of SE Competencies in every aspect of his/her life
- Get your child to reflect on their daily activities

Affirm

- Recognise small successes that he/she makes
- Affirm and encourage your child further when you witness him/her applying SE Competencies

Familiarise

- Get to know what your child has learnt during PAL lessons by getting him/her to share

Empathise

- Teach your child words to describe his/her feelings
- Listen attentively to your child without judgement
- Acknowledge his/her emotions

Spend time chatting using T.A.D

TALK

Talk about his/her experience during PAL lessons

ASK

Ask about his/her thoughts and feelings about the experience during PAL

DISCUSS

Discuss together what can be done if he/she has concerns

Useful Websites

- <https://www.schoolbag.sg/story/programme-for-active-learning>
- <http://henryparkpri.moe.edu.sg/distinctive-programmes/programme-for-active-learning-pal>



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