

PERFECT *TEN*



Touching Hearts | Engaging Minds | Nurturing Talents

NOV 2016



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Raising Responsible and Concerned Citizens of the Future

Mrs Lim-Chua Siow Ling

We have been conditioned since young to believe that education is the key to success in life. An evergreen rhetoric commonly used by the older generation to advise the younger one has been, "Study hard! Get into a good school! Get a degree and a good job! That's how you ensure that you lead a good life thereafter."

Living in a meritocratic nation, we all want the best for our children and there is really nothing wrong with encouraging our little ones to do their best so that they do well in life. Recently, however, I chanced upon a comic on reddit*, that broadened my perspective on the larger purpose of being a successful individual in society.

The Scenario:

Two pairs of parent and child saw a cleaner sweeping the roads.

The Different Responses:

Parent A to Child A: If you do not study hard, you will end up like him.

Parent B to Child B: If you study hard, you will make a better world for him.

The Intent:

Both parents have the same intent to motivate their children to be diligent pupils and do well in life, but A's motivation is on self-attainment while B directs the child to see that we each have a social responsibility to serve and contribute back to society when we attain success.

Though fictional, this is a powerful example to show that children learn about character from the daily interactions and conversations with significant adults in their lives. In Mayflower Primary, we aspire to help our pupils live up to the school motto of "Service before Self". At the superficial level, it means for us to have the ability to empathise, show care and concern for others around us. At a deeper level, it is about having the desire of wanting to be of use and assistance to our friends, family members and the larger community.

What can we do to facilitate this process of character building, of raising children who will grow up to be responsible and concerned citizens? I suggest the following 3-pronged approach:

- 1) Role Model
- 2) Coach
- 3) Tell Stories



Role Model

Children do not learn about values and good character by simply being told the right thing to do. They learn by observing the important people around them (parents, caregivers, educators) and how these adults uphold these values in their daily lives.

I recall vividly that when my eldest child, Stephen, was three years old, I was trying to instill in him the value of keeping the environment clean by not littering. I would also link the act of littering to being inconsiderate and creating inconvenience to others. One day, I did not live up to my 'preaching'. I was alone with a baby and a toddler out in the park. My hands were full and I could not find a dustbin to throw my used tissue away. Hence, I conveniently left it on the bench my 2 young children and I were sitting on and walked away.

Stephen immediately turned towards me and in all his innocence said, "Mummy, I think you have accidentally left the tissue behind."

I was immediately struck with guilt. This little boy had believed that it was an accidental mistake on my part because I had been teaching him about the ills of littering. Sheepishly, I picked up the tissue and shoved it into my pocket.

That day, I learnt that my children, at home and in school, observe my actions and they do try to consciously align what I say to what I do.

Coach

An effective coach creates a safe environment for individuals to learn from mistakes and get better at a task. He does this by listening, observing, asking questions, affirming and encouraging positive behaviours, helping one to reflect and challenge or remind where necessary.

As adults, we can do this by creating pockets of time for conversations to take place. In school, we have the Form Teacher Guidance Period (FTGP) where teachers will bring up topics related to character education for discussion. I have seen how some of our teachers observed an undesirable trend happening in the classroom and chose to address it with the entire class during FTGP, resulting in a common understanding of expected behaviours in the class community.

At home, such conversations can take place at the dinner table where we discussed about what happened at work or in school. Even when a family watches a television programme together, there may be teachable moments for us to discuss about desirable and undesirable values. The influences of media, especially the social media, our children's peers and anyone else can easily capture the attention of our young impressionable minds. Hence, we need to step up as coaches to help them learn desired values and character traits.



Tell Stories

Using stories and biographies of character giants can be a very powerful teaching tool, especially for the younger children. The key is not just in the reading, but using questions to guide the discussions after reading to/with them. The theme or moral in any story may be clear to us as adults, but not necessarily so to the children. Questions should help our children reflect about the values exemplified in the stories. For a start, you can choose books that support character development and those that come with guiding questions for you to debrief your child after reading.

Character education should begin at home and continue in the school. Let us continue to work in partnership to develop our pupils into "Exemplary Citizens of Tomorrow" who will put "Service before Self".

* *reddit* is an online social media community that allows people to share ideas and perspectives.



Cub Scouts

Mr Yeoh Jiming Kenn



Lord Baden-Powell, a former British Army General, officially started the Boy Scouts Association in 1910. The same year, Scouting was introduced in Singapore by Frank Cooper Sands, a warranted Scoutmaster from the United Kingdom. The First Sands Troop was formed with 30 boys, under the sponsorship of the YMCA, whose building also served as the Scout Headquarters.

The Mayflower Primary School Cub Scouts seeks to develop each child holistically through a variety of weekly activities that emphasises the school's Core Values of Integrity, Respect, Resilience, Commitment to Excellence and Willingness to Lead and Serve. For instance, Cub Scouts would get the opportunity to participate in enriching programmes such as the annual Job Week, during which Cub Scouts learn how to raise funds by completing chores for other people. These chores range from helping a neighbour to spring clean her house to gardening. Such an experience has great potential to nurture our Core Values in our Cub Scouts. Additionally, a strong emphasis is placed on the building of discipline and teamwork through weekly activities like foot-drills, marching and team games/sports.



*This page (top):
Our cub scouts with their Frank Coopers Award*

*This page (bottom):
Cub scouts pasting labels over 5000 styrofoam boxes*

The Boys'

Building character through
Uniformed Groups CCA:

Mr Benedict Tang

Brigade



The 1st Singapore Boys' Brigade (BB) Company was founded by James Milner Fraser together with Sgt. Quek Eng Moh on 12 January 1930. Since then, the BB Singapore has grown to 114 companies with more than 7000 officers.

The BB motto is "Sure and Steadfast". Within the BB emblem lies an anchor that reminds the boys to be grounded in whichever task they perform. BB aims to promote the habits of obedience, reverence, discipline and self-respect. As such, many of the BB activities are designed to promote the aforementioned learning outcomes. Some of the activities include the annual "Character Quest" whereby our pupils take part in fun-filled team activities which promote moral principles and values. We are exceptionally delighted that the boys have done the school proud by achieving the "Silver Honour Roll" for the past 2 years, 2014 and 2015.

Apart from the Character Quest competition, Mayflower Primary conducts yearly camps to strengthen the boys' discipline, promote independence and impart life skills. The camp activities encompass foot drills, team sports and cooking. Upon the completion of the annual camp, our pupils pick up values and life skills

which accompany them to the next chapter of their education phase.

Boys' Brigade also encourages the boys to help the less fortunate in the community. At the end of every year during the festive season, BB Boys will man booths with a bell during the "Share-a-Gift" campaign. In 2015, the BB "Share-a-Gift" project had collected sufficient food to benefit 40,551 beneficiaries. We are proud to be part of this annual food drive and to provide our boys with an opportunity to give back to the community.

This page (top):

BB Boys taking their pledge

This page (bottom):

P4 orientation group photo





This page (top):
Our JBB recipient, Jess Ong

This page (centre):
It's a joy to work together towards achieving our common goal!

This page (bottom):
Be grateful with what I have



The Girls' Mdm Tricia Wee Brigade

Girls Brigade Singapore was founded by Mrs Elsie Lyne. Born and raised in England, she came to Singapore to teach at Methodist Girls' School in 1927. There, she started the 1st Singapore Company.

Here at MFPS, the Girls' Brigade 57th Company was formed in 2002. We participate actively in various camps and trainings organised by the GB Headquarters such as "Fast Food & Fuzz Camp", Junior Leadership Training Camp and the Dr Low Guat Tin Challenge.

These camps and activities provide us with a platform to instil in our girls the values of perseverance in the face of challenges, to be sacrificial in their giving and humility in their service.

This year, Jess Ong of Primary 6D has done our school proud by attaining the Junior Brigadier Brooch (JBB) for her years of commitment and service. The JBB is the highest award for a brigadier in a primary school who has successfully completed the Junior Programme. Jess had undergone training that equipped her with the relevant knowledge and skills to lead confidently. The training had also inculcated in her the values of resilience, respect and a sense of responsibility. She has made significant contributions to the company, demonstrated good leadership abilities and has been a good role model for other members in the company.





Nurturing Character through our P5 Level Camp

Ms Peh Kai Le

On 25 January 2016, Primary 5 pupils went for a camp at the Boys' Brigade Campsite and Underwater World Sentosa for 3 days. One of the objectives of the camp was to enable pupils to forge camaraderie, especially since they were unfamiliar with many of their new classmates at the start of the year. Pupils also had an opportunity to develop resilience through common challenging outdoor experiences. At Sentosa, pupils walked around the island to accomplish various tasks. The activity was a draining one as they had to cover a long distance in the process. Despite the sweltering heat and exhaustion, the pupils encouraged each other and persevered to complete the activity.

Through the various team building games at the Boys' Brigade campsite, pupils saw how their actions could impact themselves and others. Although there were several disagreements, it was through these disagreements that

pupils realised the importance of active listening and compromising with one other to work towards a common goal. The activities instilled in them that actions have consequences, and that they have to take responsibility for their own actions. For instance, every individual's effort counts during a team activity and if one is not willing to cooperate, the team will not be able to achieve its goal. The fact that the pupils were away from the comfort of their homes helped to foster independence within them too. At the same time, pupils learnt the importance of interdependence. They were seen looking out for their peers in need during the camp.

The camp was definitely one of the significant events for the Primary 5 pupils this year. It has contributed to the shaping of their characters, moulding them to become a STAR: A Supportive, Tenacious, Active and Responsible member of their community.

*This page (top):
Our campers at Sentosa posing for a picture upon completion of a challenge*

*This page (bottom):
Pupils concentrating hard to balance the ball*



My P5 Camp Experience

Ng Xin Hui - Pri. 5A

The P5 Camp was a great opportunity for us to learn independence, leadership skills, teamwork and bond with our classmates. These objectives were met through the activities conducted at the Boys' Brigade campsite and Underwater World Sentosa.

On the first day, we played a game called "Lost and Found". We had to complete several challenges within a given time around Sentosa. We exemplified our school core value of 'Resilience' as we had to walk a great distance in the hot weather. Unfortunately, we could not agree on many things. I learnt that co-operation and responsibility are essential for us to work together.

On the second day, we played a game in which we were given a shopping list. We were given some of the items on the shopping list and we had to trade with other groups to complete our shopping list. There was a black market selling all the items, as well as sweets and snacks. I think those food served as a distraction to make us waste our tokens. I learnt that communication

is important as we had to decide what to trade as a group.

On the last day, we played another game. We were divided into groups and the aim was to have all the coloured balls into our group's hula hoop. One person from each group could take one ball from another group to put into our hula hoop one at a time. All of us wanted to win the game so we decided to combine all groups to form one larger group. We stacked our hula hoops and placed all the coloured balls in them. I learnt the importance of teamwork and unity from this game.

From this camp experience, I will always remember that choices have consequences. Every choice carries a consequence and we have the power to choose.



*This page (top):
Pupils posing with a seal at UWS*

*This page (centre):
Two of our happy campers competing at a singing challenge*

*This page (bottom):
Time for another group photograph!*

Growing

Mr Imran Bin Mahmud Hussin

Through PAL

Programme for Active Learning (PAL) is a major initiative recommended by the Primary Education Review and Implementation (PERI) Committee to address the need for greater emphasis on non-academic programmes for all Primary 1 and 2 pupils. It consists of modules of activities in the two broad areas, Sports & Games and Outdoor Education, and Performing Arts and Visual Arts, which are carried out in Primary 1 and 2 within the curriculum time.

The objective of the programme is twofold: to provide a broad exposure to the modules in the two broad areas, and to nurture pupils in the 3Cs (Confidence, Curiosity and Cooperation) as well as social-emotional competencies. The planned lessons and activities in each module provide pupils with the opportunities to enhance their natural flair in movement confidence whilst creating avenues for them to explore colours, rhythm and the outdoors at their own pace.



The activities in each module consist of individual, paired and group work. This facilitates the holistic development of the pupils' moral, cognitive, physical, social and aesthetic domains. The varied activities provide a natural platform for pupils to develop their social and emotional competencies.

Be it either in the Sports & Games modules where pupils will design their own games, or the Visual Arts modules where pupils will design and create their own masterpiece, opportunities for exploration and discovery is the key for every individual pupil. With that in mind, making a collective decision as a group will surface as the most effective way of completing a given task. Team generated ideas allows pupils to grow as they experiment and explore to achieve success together.

*This page (top):
Pupils choreographing their own dance*

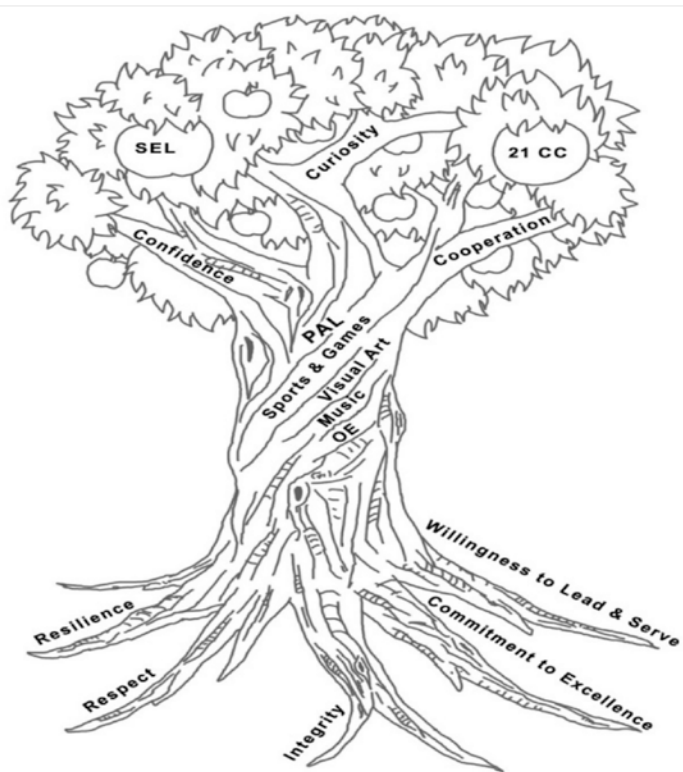
*This page (bottom):
A pupil with her own trekking sign in Outdoor Education*





*This page (top):
Pupils working on a task together*

*This page (bottom):
Pupils working in a paired challenge together*



Success here is not only limited in the scope of completing the set of task given but also in terms of the soft skills such as communication skills and the ability to exercise self-control when the need arises. These tasks gradually becomes more challenging which may result in a dispute or a negative outcome. When this happens, the teacher steps in to facilitate the learning from such an outcome and pupils begin to build on their social-emotional competencies.

In Mayflower, the 4 PAL modules ie. Sports & Games, Outdoor Education, Visual Arts and Performing arts are created and customised by our teachers for our pupils. It takes on the metaphor of nurturing a well-groomed tree with our core values firmly rooted, with our customised 4 modules that takes on our trunk-mode of transportation that branches out with the 3Cs (Confidence, Curiosity and Cooperation) and eventually bears the fruits of Socio-Emotional Learning and 21CC competencies.

Getting ExCiteD!

About Character and Citizenship Education

Ms Nurhuda Bte Housman

Mayflower Primary School's Character and Citizenship Education (CCE) department overlooks four domains, namely; Character Development, National Education, Values in Action and Social Studies.

In our pupils' educational journey with us, we envision them to:

- (i) have sound character and imbibed with the right values
- (ii) be concerned and active citizens who love and appreciate Singapore
- (iii) lead and serve the school and community.



We adopt a customized approach, termed as ExCITE which acts as a platform to formulate all our programmes. Using this approach, we Expose our pupils to the skills, knowledge, values and competencies, create opportunities for them to Internalize and Transform, Exemplify the values, knowledge and skills taught and Celebrate their success through awards and recognition. This ExCITE approach is used in its delivery through various programmes such as the CCE Syllabus, the "Catch Them Good" Affirmation programme and Racial Harmony Day.

Key to the successful delivery of our carefully prepared programmes through the ExCITE approach is the teacher. It is common knowledge that teachers play a critical role in preparing their young charges to face the challenges and demands of a global world. While teachers work hard to support their pupils in their academic pursuits, they cannot overlook the fact that teachers are regarded as significant adults. Teachers must actively guide pupils to develop certain values and social competencies. We are in a privileged position of touching and shaping lives.¹



*This page (top):
A Catch Them Good Badge*

*This page (bottom):
Pupils trying out a Chinese Calligraphy activity
on Racial Harmony Day*

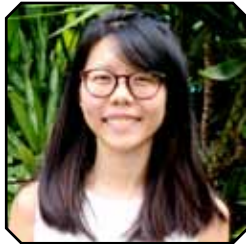
School Achievements:

| CCA | NAME OF EVENT | ACHIEVEMENT |
|-----------------|---|--|
| Malay Dance | Singapore Youth Festival (SYF) Arts Presentation | The Mayflower Malay Dance team achieved 'Distinction' for their depiction of a Malay traditional Dance entitled Tari Desaku Permai. |
| Chinese Dance | Singapore Youth Festival (SYF) Arts Presentation | The Mayflower Chinese Dance team achieved 'Distinction' for their depiction of a Mongolian Dance titled '天鹅之歌'. |
| Indian Dance | Singapore Youth Festival (SYF) Arts Presentation | The Mayflower Indian Dance team achieved 'Distinction' for their depiction of a Rajasthani dance titled 'Ghoomar'. |
| Choir | Singapore Youth Festival (SYF) Arts Presentation | The Mayflower Choir pupils achieved 'Distinction' for their performance of 3 songs: Voices in the Round, Bon Di and Tres Canciones de Los Elementos. |
| String Ensemble | Singapore Youth Festival (SYF) Arts Presentation | Awarded a Certificate of Accomplishment for their performance of two pieces of music: "Kalinka", a Russian folk song, and "Scherzo" from Beethoven's 3 rd Symphony. |
| Guzheng | Singapore Youth Festival (SYF) Arts Presentation | The Mayflower Guzheng team achieved 'Distinction' for their performance. |
| Girls Brigade | Company Award | The 57 th Company was awarded the Gold Award based on the number of participation of the Girls' Brigade in the various activities organised by the organisation. The 57 th Company also received the Sustained Gold Award for clinching the Gold Award for the last consecutive 12 years. |
| Girls Brigade | National Drill Competition | 13 members of the Girls Brigade attained the Silver Award in a Foot Drill Competition. |
| Boys Brigade | JM Fraser Adventure Quest | The 29J Boys' Brigade P6 Boys with a Silver Honour Roll and an Overall 4 th Placing for taking part in a competition that tested life skills. |
| Wushu | 12 th National Primary Schools Wushu Championship 2016 | Dylan Ho Jun Hui of 6A took part in three different events and: Obtained 3 rd place (Bronze) in 5-Duan Changquan Obtained 3 rd place (Bronze) in Spear Obtained 2 nd place (Silver) in 4-Duan Broadsword |
| Taekwondo | Interschool Taekwondo Championship 2016 | 1 st Place in Overall Senior Male 3 rd Place Overall Junior Male 3 rd Overall Junior Female |

Staff News

New Staff

A warm welcome to the following staff to our Mayflower family who joined our Mayflower family between May and August 2016:



Ms Vinlee Toh



**Ms Wong Tian Ai
Clare Rosanne**



**Ms Buvaneshwary
d/o Ilangovan**



**Mr Leong Jing
Xiong Merrill**



**Mdm Tay Hui Peng
Bernie**



Ms Peu Soo Yong



**Ms Chia Kah Min
Esther**



Ms Lim Jing Qin



**Mdm Athena
Miao Yu Yan**



Mdm Gan Hui Ling



**Mr Sebastian
Lau Kian Yong**

Babies



**Mdm Bernie Tay on the
birth of her son,
Khoo Kai Le**



**Mdm Zhang Lijuan on
the birth of her son,
Song Zhicheng**



**Mdm Chew Yuet Tze
Eunice on the birth of
her son, Samuel Darrel
Indran**



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