

CAT 4 RESOURCE DEVELOPMENT

PROJECT AMITY

Group 04-30

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ABSTRACT

Project Amity is a one-stop online website that contains information on the problem of a lack of interaction between students of different social classes. It was created to give Secondary 1 and 2 Hwa Chong students a better understanding of the problem, simplified and organised in the form of causes, impacts and solutions. The purpose was to let them understand the need to solve this problem and how they could do their part in doing so. There is also a card game to allow students to learn more about this in a fun and engaging manner, while videos also provide audio and visual aid for students to absorb more information. To facilitate and consolidate learning, a monthly reflection cum challenge sheet was created to summarise what students had learnt and for them to actively push themselves to interact with more and more students of different backgrounds. All the resources for the videos, card game and monthly challenge and reflection sheet can be downloaded and printed out for easy accessibility by students from the website. This is useful as students are now more tech-savvy.

1 INTRODUCTION

1.1 Rationale

We feel that insufficient interaction between students of different social classes is a serious problem. It is also getting featured in the news as a problem with severe impacts and little strategies implemented to solve it. Furthermore, meritocracy and segregation of different standards of living (e.g. public and private housing) are also worsening this problem. Seemingly a problem with little impact, it can actually lead to a social divide in our society and poor social cohesion in the long run. Thus, this is a problem that needs to be targeted and solved from a young age.

1.2 Objectives

For this project, we have come up with two objectives, for Secondary 1 and 2 Hwa Chong students to:

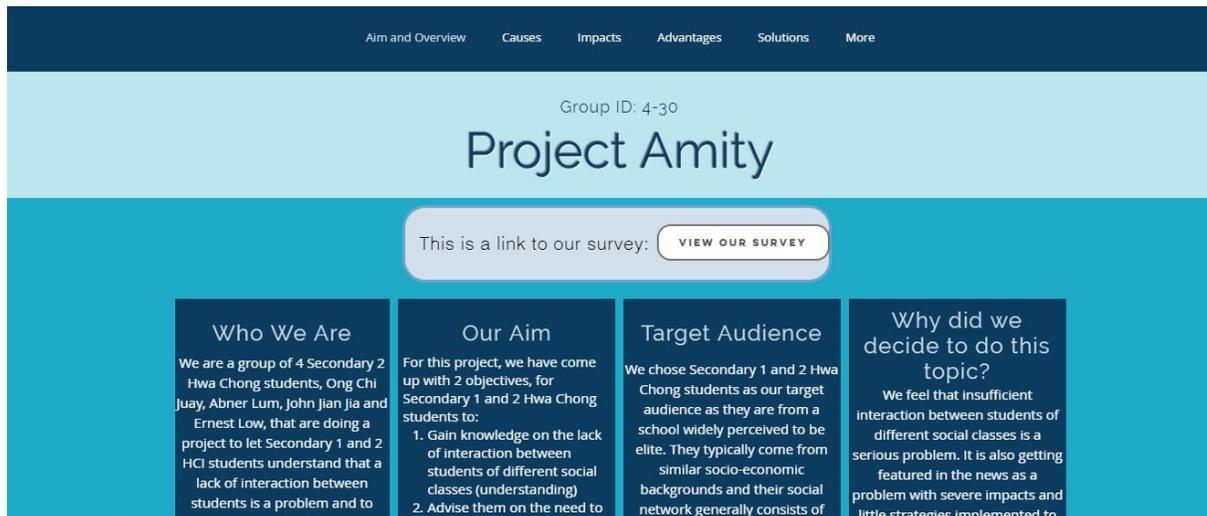
1. Gain knowledge on the lack of interaction between students of different social classes. (Understanding)
2. Advise them on the need to interact with students of other social classes and ways to do so. (Application)

1.3 Target Audience

The target audience comprises Secondary 1 and 2 Hwa Chong Institution students.

1.4 Resources

The resources created for this project were a card game, a forum, a monthly challenge cum reflection sheet, as well as a comprehensive website with videos.



What exactly is a lack of social interaction between different social classes all about?

Social classes are a division of society based on social and economic status. Segregation through housing and education are just some ways our society works that result in this becoming a more serious and widespread problem, as interaction between different social classes is indirectly being minimised. In this website, we present to you a comprehensive learning resource on this problem.

Below is one example of how this problem is actually present and serious in our life.

Story

A former RGS student who went to Lasalle College of the Arts felt that she saw a different side of Singapore after entering the school, which was not as "elite". Many of her new schoolmates were polytechnic graduates were talking about applying for bursaries and taking on part-time jobs while she had the luxury during holidays to go on vacations and going on internships. This was also her first time in a different school setting, as she looked backed and found that previously, most of her friends were all products of elite schools from middle-class families.

Causes

There are many causes to the lack of interaction between students of different social classes in Singapore. Here are some of the ways that the way our society works resulted in the problem becoming more widespread and serious.

1. Meritocracy in Education system causes low interaction among students from elite and non elite school



Chan Poh Meng
Ex-Raffles Institution
Principal

A long period of conditioning means that we often fail to see elitism even when it is staring at us in the face. RI has become a middle-class school - that is the current reality.

In a city with a competitive education and meritocracy system, children from higher social classes are able to afford enrichment and thus do better in their academics. They will then go to more "elite" schools than students with families from lower social classes. Therefore, students of different social classes tend to interact

This is Project Amity and attached is the template that you can use for your monthly challenge and reflection sheet. This monthly challenge and reflection sheet helps students to look back at their progress of making new friends every month while allowing them to set new targets. It also lets them realise the benefits that making new friends from other social classes brings about as they look back on their progress. This also consolidates the new friends they have made and assists them in turning these into lasting and close relationships through what they have learnt from their new friends.

We hope that it is of use to you. Thank you!

Friend 1

Name:

Age:

School:

How did you meet this person? :

How can you make this a closer and long-term relationship?(e.g. common interests, weekly meetups):

What are some things you learnt from this friend:

At the end of each month

Number of new friends made:

How do you feel after this whole experience? How do you think you have improved and can continue to improve?

Target for next month:

Challenge!

You have been playing soccer with a few other students you met that live at the HDB block opposite your condo. You are getting closer to them and getting to know them better every day, but your parents feel that such company will cause your grades to drop. How would you convince them that what you are doing will impact you positively and not negatively. In your explanation, give some examples of positive impacts.



Challenge!

You have always enjoyed playing basketball in your condo court. However, you often find yourself playing alone so you decide to venture out into the neighbourhood and found some boys playing basketball at the community centre. You feel that playing with others may be more fun. How would you try to get them to allow you to join in and slowly build a relationship with them?



Challenge!

During an inter-school activity, your group of friends have to split into pairs. There is an odd number of people and one person has to do the activity with someone from another school. Your friends are arguing over who has to leave the group and you volunteer to leave. How would you encourage your friends to do the same in the future?



Challenge!

You have arranged to meet up with someone you just met from another school at a school event to eat lunch and get to know more about each other. In the morning, your groupmate wants you to stay back after school for project work. How do you convince your groupmate to let you go for lunch with your new friend? In your explanation, explain the detriments of not having such interaction.



Challenge!

Your parents have noticed that you are spending more and more time participating in neighbourhood events that often last hours at a time. They think that participating in such activities is a waste of time and may affect your grades. Explain how such activities are beneficial for you and how you can still incorporate this into your schedule without impacting other aspects of your life.



Challenge!

Since young, your family has had the mindset that "elite" students shouldn't mix with "non-elite" students and have many negative stereotypes of them, but a recent camp experience has made you feel otherwise. How would you try to explain the harms of these stereotypes to your parents?



Challenge!

As you try to tell some friends that they need to learn how to interact with students from other social classes, you realise that they do not see this as a problem. Explain some causes to let them realise how deep-rooted this problem is in our society.



2 REVIEW

Regarding this topic, it was relatively unknown until the start of this year when the issue was frequently raised in parliament and featured as a growing problem in the news. Many examples and case studies were also reported in the news. Initiatives that were somewhat targeted at this problem seemed to be small-scale and suffered from a lack of publicity. However, we found almost no resources that touched on this issue despite the scale and seriousness of it. After analysing the websites and reports that did touch on this topic, we found them very wordy and probably hard for our target audience to understand, the lower secondary students in Hwa Chong. They were also not engaging, with a lack of colours and infographics which we believe can help with learning. The content was also lacking and did not focus on this problem. Efforts between secondary schools were also few and far between with little impact. We felt that we could create more comprehensive resources on this issue, yet in an engaging and understandable way to benefit our target audience.

3 METHODOLOGY

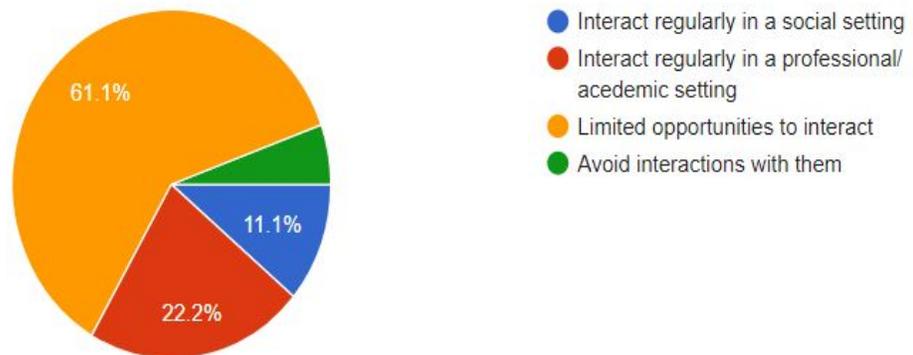
3.1 Needs Analysis

A needs analysis was carried out to ascertain the relevance of this project. The survey aimed to test the knowledge of students on the problem and how much they were affected by it. From the 50 responses we gathered, respondents had an average of 0.98 friends who had financial aid and 2.7 friends who lived in HDB flats, showing that they were also affected by this issue. The same survey we conducted on Secondary 1 and 2 students also show that knowledge of the problem is low, with only 54% of respondents were aware of this problem. Therefore, we felt that our resources and project would be largely relevant and impactful for them. Furthermore, research and news articles ascertained the prominence of this problem, especially in schools and case studies showed us the far reaching effects of this problem.

3.2 Survey Results

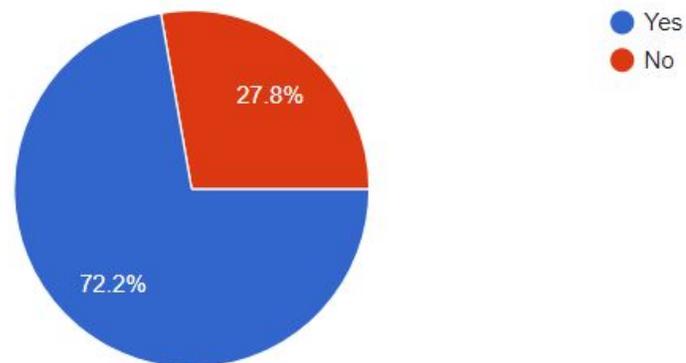
How often do you interact with those of other backgrounds?

18 responses



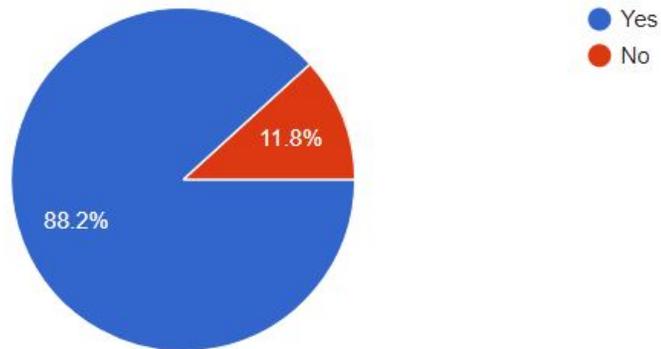
Do you feel that it is your responsibility to interact with them?

18 responses



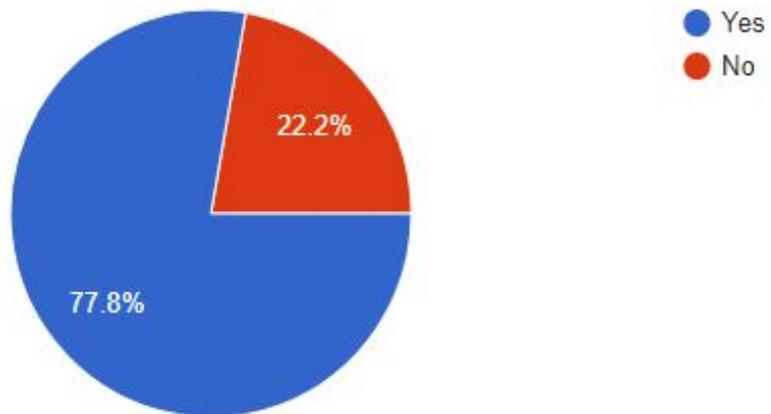
Would you be interested to know more about this problem and get advice on how you can interact better with students from other backgrounds?

17 responses



Do you feel you can do more to interact with them?

18 responses



3.3 Development of Resources

Research and analysis of multiple sources allowed us to gather more comprehensive information and insights into the issue of a lack of interaction between students of different social classes. We then compiled these information and organised them into main sections of causes, impacts and solutions in a website we created. As little information was provided on solutions, we brainstormed and came up with our own original solutions. As we found the content displayed in the website rather dry and ineffective, we came up with videos and a card game to impart the knowledge with better effectivity through better engagement. Furthermore, we created a monthly challenge and reflection sheet to help students gain insights and consolidate their learning.

Through a pilot test for students to test our resources, we later refined and improved the resources to better suit our target audience.

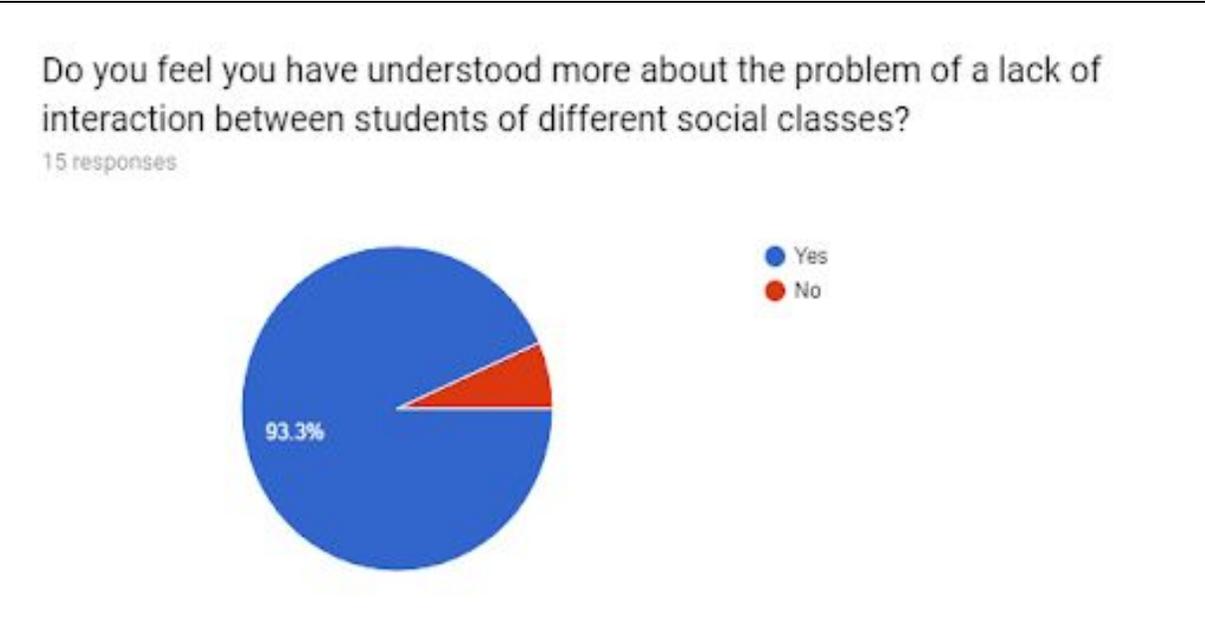
3.4 Pilot Test

We did the pilot test on 15 Secondary 1 and 2 students. We demonstrated and presented our resources, allowing them to see our videos, forum and play the game before completing our monthly challenge and reflection sheet. That allowed them to experience the whole process and imitate how students would use our whole resource package.

Feedback was generally positive, however there were some points of improvement that we had not thought of earlier. We tweaked some parts of our resources to make our resource package more complete and better for our target audience to use. They felt that it would generally benefit them as they could learn about this problem that was largely relatable and applicable to them.

One classmate who tested out our resources, Zhu Xing Yu from 2i2, mentioned, "I learnt more about the problem of a lack of interaction between students of different social

classes and the application of the videos were engaging and relevant. However, the game was slightly too lengthy and I slowly lost interest.” Therefore, we decided to shorten the game to ensure that it fit into the attention span of the target audience.



4 OUTCOME AND DISCUSSION

Although the pilot-test proved the effectiveness of our resources, we decided to shorten the length of the card game and include more graphics in the website to grab and sustain users' attention based on feedback from our pilot test.

This meant that users can focus better when reading our website and increase our effectiveness in teaching more about the topic. It also made it more practical as more rounds of the card game can be played to reinforce what students have learnt through the website. It would also defeat the purpose if the card game which was meant to make the topic more fun and engaging was ultimately boring.

The forum we created could also be done better to ensure a stream of responses which will benefit users. The card game could have been improved by making the cards earlier as the final product would have been more aesthetically pleasing and easy to play. The project would have been better if we actually took one of our solutions to test on a few students and observe the result to show its effectivity.

5 CONCLUSION

Project Amity has been a challenging project to undertake as it was our first time taking on an issue that was so recent and did not have many resources we could refer to. However, this helped us develop analytical skills as we realised we could draw out large amounts of relevant information from the sources that we could use. It was also the first time for us to need to create our own resources from scratch, and we had to brainstorm to find out how and what we could create. This helped us develop our creativity as we slowly improved our ideas through refining. The project also required perseverance as it was an arduous experience to produce the best work we could possibly do. It was also required towards the end of our project as we had to fine-tune our project and pay attention to the smaller details. It was also challenging in the sense that we had not created such resources from scratch before and involved a lot of experimentation to eventually complete the resources.

6 ACKNOWLEDGEMENTS

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