

CAT 4 RESOURCE DEVELOPMENT

PROJECT CHANGE 2.0

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ABSTRACT

Project Change 2.0's website has helped Secondary One and Two Hwa Chong students to understand more about climate change in Singapore. The Project Change 2.0 website houses many features, such as the map feature, where students can choose the part of Singapore which they live in, and they will see areas near them that could be affected by climate change in the future. Unlike other websites, chunks of information are not present on our website, and all our information is compiled into appealing infographics, pictures and videos. Besides, all information on our website are related to Singapore only, unlike other websites which provide information all around the world.

1 INTRODUCTION

1.1 Rationale

Younger students may have a brief understanding on climate change and its global impacts, but may not be aware of how acute the impacts can be in Singapore. In addition, some students may be apathetic as they do not see how climate change can affect them. By raising awareness and a greater understanding of this issue, students can be encouraged to play their part by adopting environmentally-friendly practices.

1.2 Objectives

The objectives of Project CHANGE 2.0 were to

- Raise awareness about the impacts of Climate Change in Singapore amongst Secondary One and Two Hwa Chong students.
- Encourage them to do environmentally-friendly actions in their daily lives.
- Impart a deeper understanding and knowledge of Climate Change into Lower Secondary Hwa Chong students.

1.3 Target Audience

The target audience was Secondary One and Two Hwa Chong students.

1.4 Resources

The resources created for this project was a website, with the following:

- Videos
- Facts
- Infographics
- Map
- Quizzes

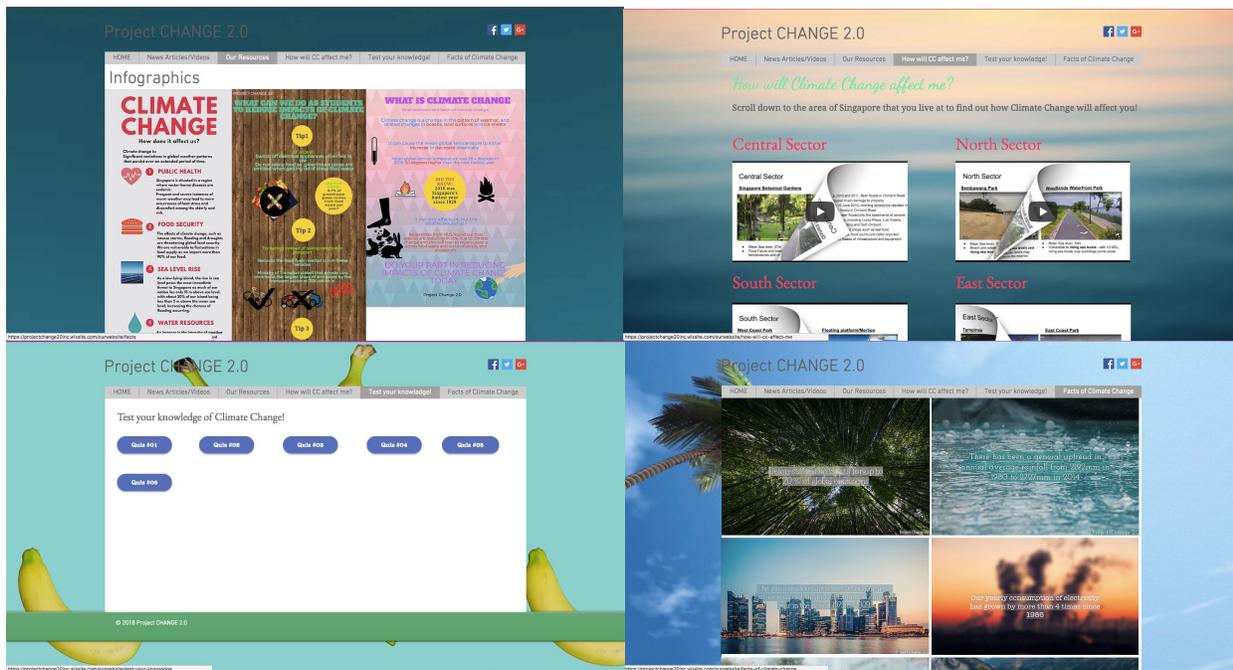


Fig. 1: Components of our website

2 REVIEW

Our website had an edge over other websites as unlike other websites, our website did not contain chunks of information, and all of the information were represented in more appealing ways such as videos and infographics to catch the attention of Secondary One and Two Hwa Chong students. Besides, students did not know where to look to learn more about climate change as most websites were difficult for them to understand. We also recommended some videos and news articles for them to look at, saving them the hassle of having to pile through the thousands of websites available on the internet. We also had a feature on our website, allowing students to select the part of Singapore they live in, and they would be able to see how climate change would affect places near them in the future. This would allow them to understand the impacts of climate change, and be encouraged to start being environmentally-friendly.

3 METHODOLOGY

We have collected a mix of primary and secondary data to create our resource. This ensures that our information is accurate, relevant and suited to our target audience.

3.1 Needs Analysis

A needs analysis was conducted to ascertain the relevance of such a project. Firstly, a questionnaire was constructed to find out the need for our project. Indeed, the 187 Secondary One and Two respondents felt the strong need for a project like ours.

3.2 Survey Results

Rate from one to ten your knowledge of Climate Change.

187 responses

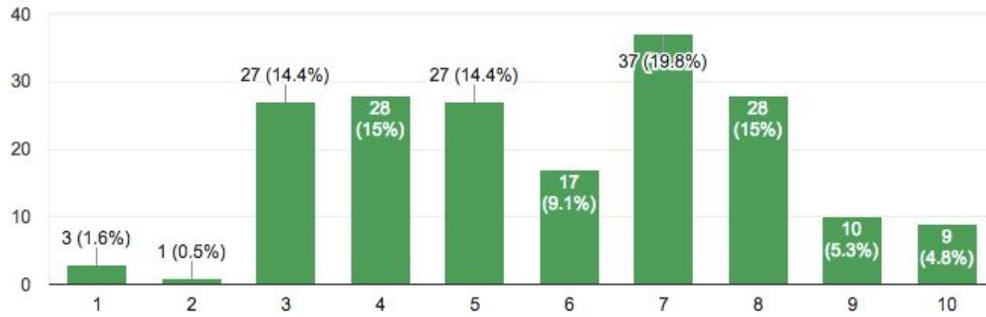


Figure 2

Do you know the impacts of Climate Change on Singapore?

183 responses

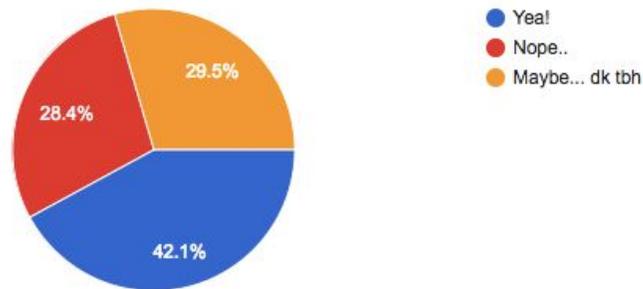


Figure 3

Do you think it is important for Secondary Ones and Twos to be aware about Climate Change?

187 responses

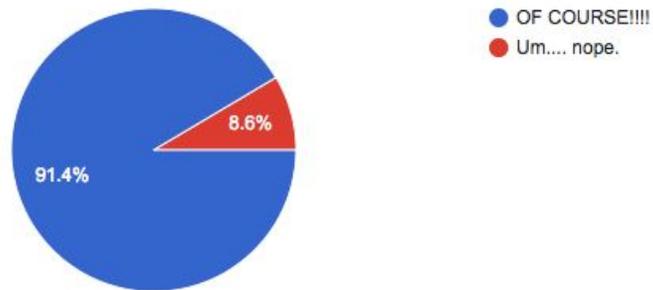


Figure 4

Do you think creating a resource package about Climate Change would be useful to increase awareness within Secondary One and Two Hwa Chong students?

187 responses

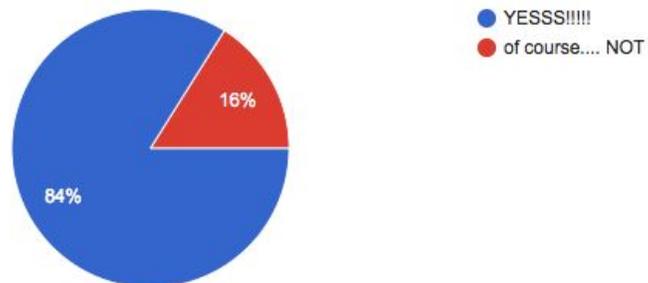


Figure 5

We also gathered some comments about existing online resources to find out whether our project was necessary.

“Online Climate Change resources are far too complicated to understand, and information is not well organised as they are reflected in a huge chunk of information. They are also not pleasing to the eye. Personally, I get really bored and give up trying to learn about Climate Change through this resources. I feel that there is a strong need for a website with a collation of information presented in a fun and interactive way, such as quizzes to test our knowledge about Climate Change or Infographics on how Climate Change affects Singapore.”
~ Ivan Tan, 2A2

“I feel that online resources about Climate Change are wordy, but ultimately provide a wide range of information, much more than what interactive quizzes and roleplaying can offer. However, I feel that online resources are boring, due to their length and lack of pictures most of the time. Hence, I think that the most effective way to raise awareness of Climate Change would be to pick out some excerpts from websites and then leave some questions for the students to ponder over. In addition, adding a video or two would serve a similar purpose in aiding students to deepen their knowledge of Climate Change.”
~ Joshua Ng, 1P3

3.3 Development of Resources

We started piling through online resources, and compiled bits and parts of information from various websites. After finalising the information that were relevant, we developed our videos, infographics as well as the facts of climate change. We also had the map feature to allow students to understand how climate change would affect places near them in the future. Besides, we also added a few quizzes to help assess students' understanding about climate change after visiting our website.

3.4 Pilot Test

We conducted a first round of pilot test with over 30 students from Secondary One and Secondary Two. We showcased our website, and conducted a Kahoot! Quiz to test how much knowledge they had gained from looking through our website.



Figure 6

After the pilot test, we used a Google Form to collate feedback to make further improvements to our resources. The feedback was generally positive, as reflected in the diagrams shown below.

Rate the effectiveness of our talk.

30 responses

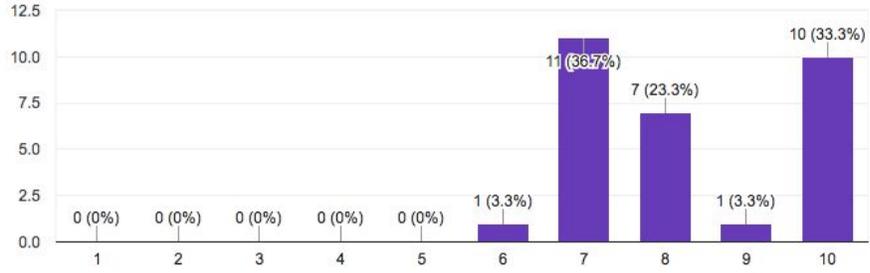


Figure 7

Rate our infographics.

30 responses

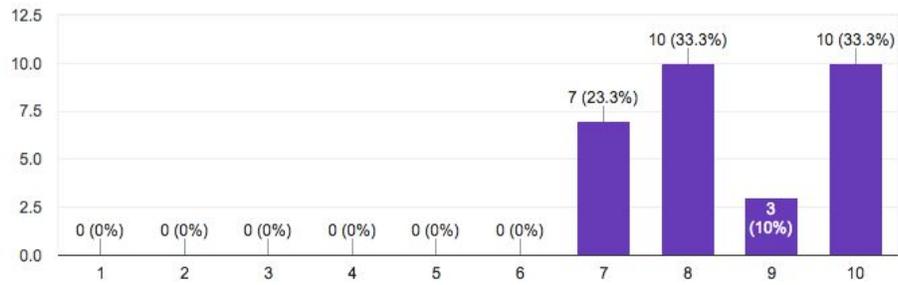


Figure 8

Rate our website content.

30 responses

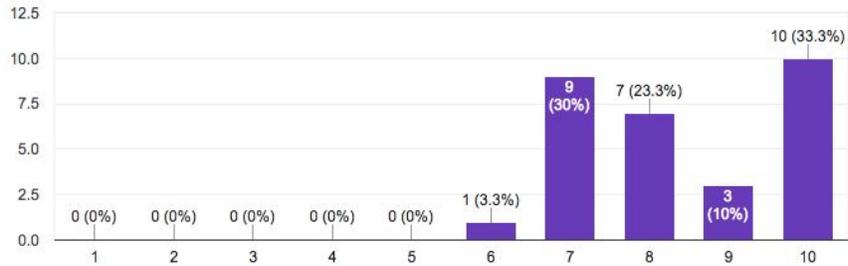


Figure 9

Here is some feedback from participants in our pilot test.

“The presentation gave me broader insight to the actual gravity of climate change.”
~ Bezalel Joel Azhar, 1P1

“The presentation was engaging and I felt encouraged to play my part in saving the environment, but I felt the infographics could be more detailed.” ~Chua Kit Jiun, 1O1

Our project group then met up and discussed how we should improve our resources, and make them even more useful. We then edited our infographics and made more videos and conducted our second pilot test. We entered a few classrooms after school and conducted our pilot test on our 20 students from Secondary One and Two.



Here is some feedback that was reflected to us by the participants of the second pilot test. Participants were generally pleasantly surprised by the website and most of them said that they would have a look at the website again in the future.

“The website was very engaging, and was very different from other websites which contained chunks of information which I personally could not be bothered to read. Knowing how climate change affects places near me shocked me and encourages me to play my part in saving the world.”
~ Dylan Pang, 1P1

“Personally, I enjoyed the variety that the website presented. The project group working on this project really understood that people would get bored reading huge chunks of information. I also liked the fact that I could test my knowledge of climate change through the quizzes on the website.”
~ Khoo Xuanren, 2P3

4 OUTCOME & DISCUSSION

After the two successful pilot tests, we added the final touches to our website. The resources that we completed that were on the website were as follows:

- Infographics
- Videos
- Recommended News Articles and Videos
- Map
- Facts of Climate Change

Though we were generally happy with what we had done and felt we had achieved our objects set out at the start of the year, we were disappointed that we were not able to create an interactive map. Instead, we had to improvise and represented the information through a video instead, which was not so bad. Further work that could be done would be to create a mobile app with the information on our website, or more options instead of an interactive map could be explored as well.

5 CONCLUSION

Project Change 2.0 had been a challenging project to undertake as it required many hours of rigorous work to gather information from various websites, and translate that information to more engaging forms such as videos and infographics. However, throughout the whole project journey, our group has developed many skills, such as creativity to brainstorm for more new ideas to engage our target audience. Perseverance and patience were the final elements that enabled the completion of the project, and the drive to truly achieve our objectives pushed us throughout the 9 months of Project Work. As Robert Swan once said, “The greatest threat to our planet is the belief that someone else will save it.” We hope that through our project, we have encouraged Secondary One and Two students to recognise the impacts of climate change and take immediate action.

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