

## **CAT 4 RESOURCE DEVELOPMENT**

**Group 4-81**

回味古早味

Appreciating Flavours of The Past

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### **ABSTRACT**

Our project is named 回味古早味 and consist of 4 group members, Chia Zhi Yao,

Jerome Goh,

Brandon Chua and Chew Yue Bin. Our project is an ode to traditional delights and aims to explore traditional foods that are handmade by hawkers. Our end goal would

be to create several resources and activities aimed at promoting this hawker culture that produces traditional delights



## 1 INTRODUCTION

### 1.1 Rationale

The main rationale behind our project came from our group members noticing the gradual disappearance of hawker culture in Singapore. We had noticed that it was getting harder and harder to purchase traditional delights in Singapore and wanted to get to the root of the problem.

In addition, the older generation including the grandparents of our group members would often lament on how they missed the taste of food items they had back in the olden days. These factors inspired us to choose this topic as our Project Work and encouraged us to embark on our journey.

## **1.2 Objectives**

The objectives of our project would include goals such as

- Investigating and enquiring the reason behind decreasing trend and availability to such traditional delights
- Encouraging people to better appreciate Singapore's hawkers
- Educate the younger generation of the existence of such traditional delights
- Create several resource packages for our target audience to learn more about traditional delights and the disappearing hawker culture.
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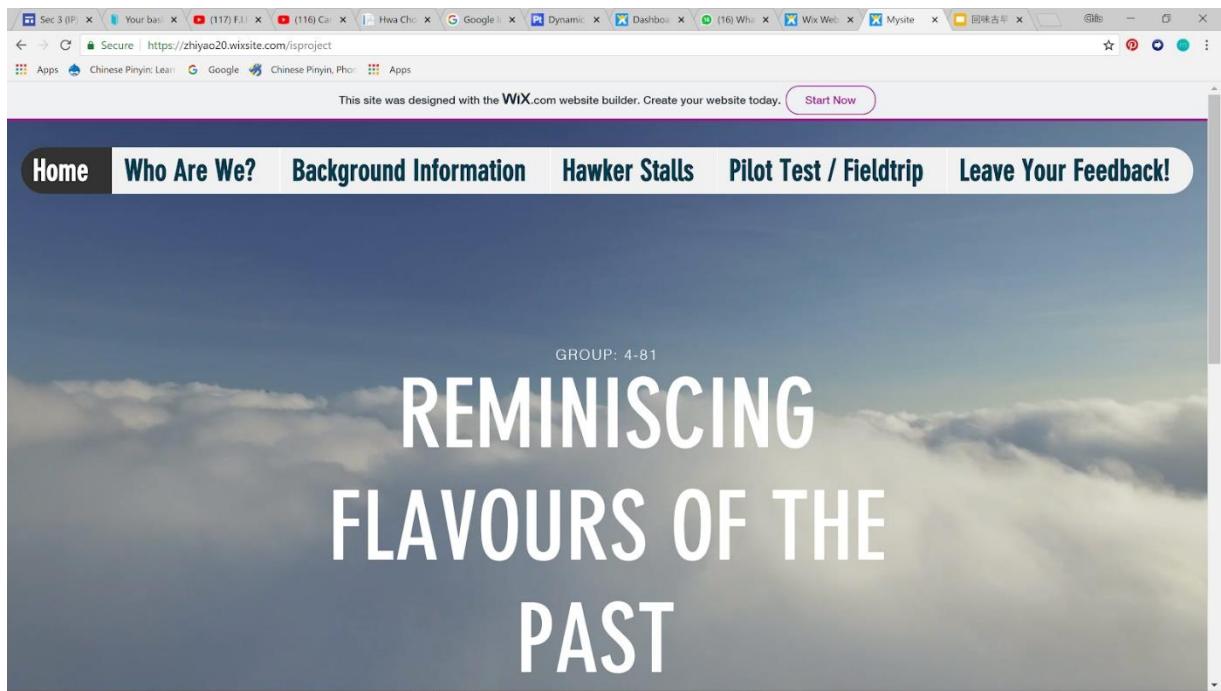
## **1.3 Target Audience**

Our target audience would be students from the age 13-16

We chose this target audience as we feel that the key to preserving these traditional delights is in educating the young. In addition, students in this age group are generally more tech-savvy and would have a higher chance of accessing and utilising the resource packages that we rolled out.

## **1.4 Resources**

The resources that we created including items such as an interactive website, a companion app, a refreshing social media page and a fun learning journey.



Picture of our website

## 2 REVIEW

We had reviewed several newspaper articles that tackled on the disappearing hawker culture in Singapore and compared our project with several other existing projects. Overall, we found that our project was different from the rest as our focus was on educating students from 13-16 about these traditional delights. This was something that the other projects did not really touch on.

### Singapore's fading food hawker heritage



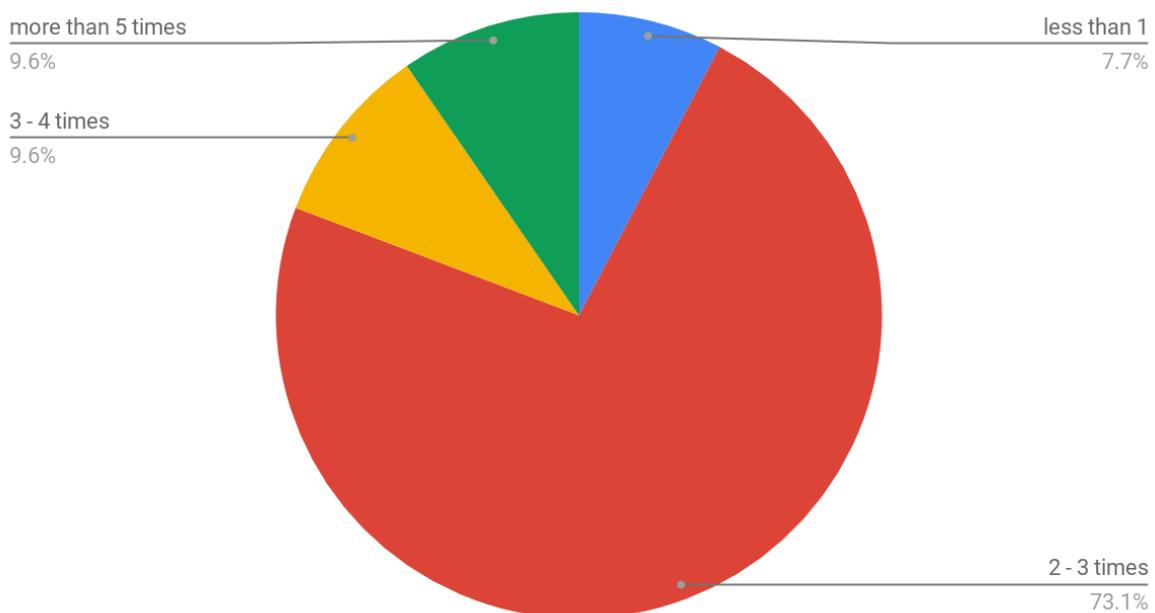
Example of newspaper article we reviewed (from StraitTimes)

### **3 METHODOLOGY**

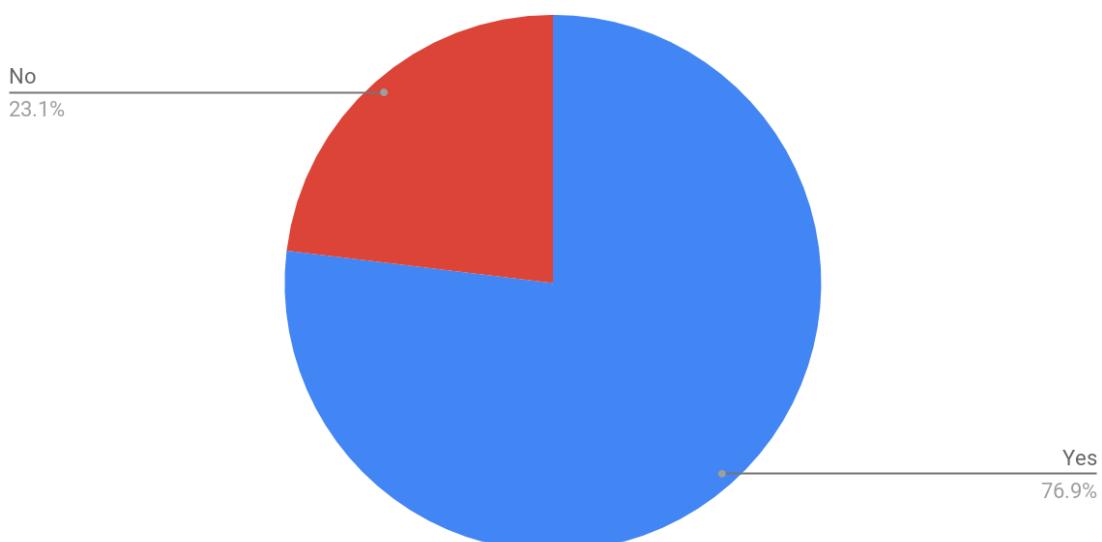
#### **3.1 Needs Analysis**

Before carrying out the main parts of our project, we first conducted a needs analysis based on our target audience. We had a sample size of 52 responses and collated feedback and opinions to prove that there is a need for our project.

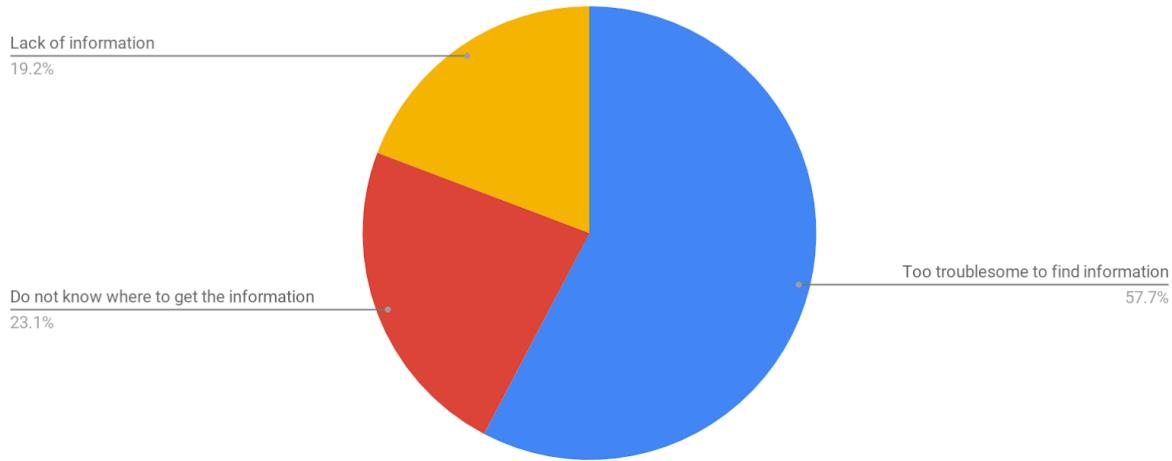
**How often did you eat traditional food?**



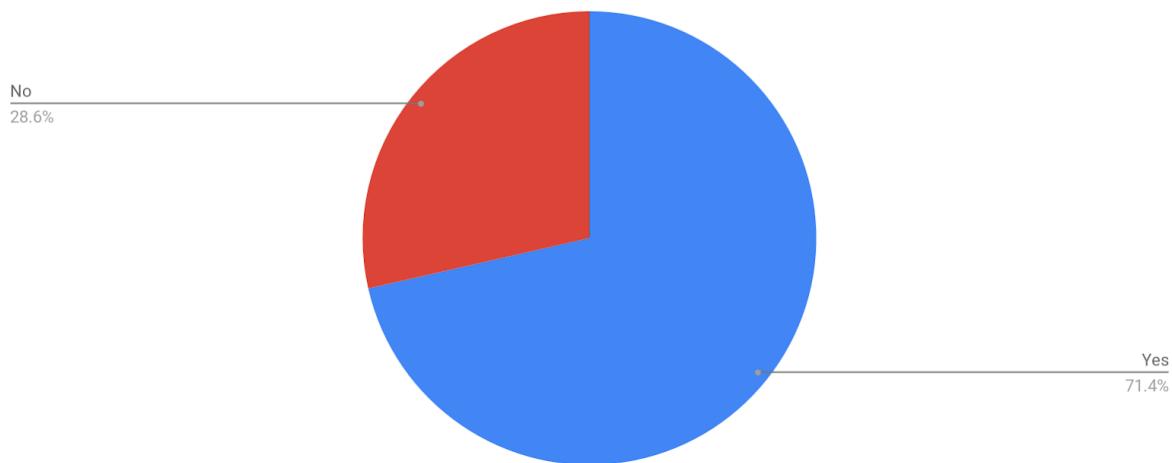
**Do you have difficulty finding traditional food that retains traditional flavours ?**



What are some difficulties you've faced when trying to find traditional delights?



Would a resource that has information on these traditional delights be useful?



### 3.3 Development of Resources

When creating our resources, we decided to use existing tools such as WIX, Instagram and Appy Pie to aid us. We had to first go down to the scene to interview the selected hawkers and gather their opinions. In total we went down a total of 5 times. We then used the information we had collated to create our resources. The website contained all the information on the hawker stalls we had interviewed and a general overview of our project and the activities that we carried out. The companion app was designed with the objective of educating the students in mind. The

companion app contains background information and snippets of history and fun facts of traditional delights such as “Yam Cake”, “Chee Cheong Fun”. This would allow students to know what traditional delights they are eating and understand the origins of such dishes. The social media page allowed us to post interesting facts about traditional delights and allowed us to engage our target audience. Lastly, the learning journey allowed us to bring several students to experience authentic hawker culture and taste some traditional delights.

### 3.4 Pilot Test

We administered 2 pilot tests in total.

The first was a Learning Journey while the 2<sup>nd</sup> one was administered in classrooms to allow students to use our finished resources. In total, we had 10 participants who joined us for the learning journey, it was the perfect size as we would not have been able to effectively lead a larger group. We brought the participants to several stalls and locations in the Commonwealth Area on 8 July 2018 from 9am to 12pm.

The 2<sup>nd</sup> Pilot test was conducted with a sample size of 36 Hwa Chong students. We got the participants to test out the app and the websites in the confines of our classroom. Upon completion, a survey was given to them after they tested out the resources to provide their thoughts on our resources



Pics from our first Pilot Test (Not all participants were included in the picture as some had to leave early)



Pics from our first Pilot Test



Pics from our 2<sup>nd</sup> Pilot Test

## **4 OUTCOME & DISCUSSION**

Overall all our resources were successful. Our Instagram Page had garnered over 500 visits and each of our post had a sizeable number of likes. In addition, feedback from our Learning Journey participants were positive with many commenting that they would like to participant in a 2nd learning journey. Our website and app were also well-liked during our pilot tests. However, there were some limitations and problems we faced along the way. For example, some of the hawkers we approached declined to be interviewed or feature in our project. In addition, due to limited resources and time, we could not feature as many hawkers as we initially planned. Lastly, we were not able to cover hawkers from every corner in Singapore and had to settle for mostly hawkers residing in the East and West. Possible further works would include creating an interactive game and further expanding the number of hawkers featured. We feel that a game would be extremely interesting and would garner lots of attention from our target audience. We would also like to create a short documentary on the life of these traditional hawkers that we featured.

## **5 CONCLUSION**

Throughout this project, we have learnt skills such as communicating with the older generation, how to organise learning journeys and how to work as a team. All these skills allowed us to grow and mature as a team and as individuals. This project had bonded all 4 of us together and gave us a deeper insight on Singapore's hawker culture. Although we encountered several challenges along the way as such Market closure due to cleaning and lack of resources and preparation in some occasions. These challenges allowed us to think on our feet and gain new skills and experiences that would enable us to improve and excel. Overall, we as a team feel that this journey although arduous and demanding at times has been a very fruitful one. We have had many fun and memorable experiences working on this project and while we know it is not perfect, we are proud of our efforts.

## **6 ACKNOWLEDGEMENTS**

We would like to say a big thank you to all the people that guided and helped us along the way. To our mentor, Ms Tay, to the countless hawkers who agreed to be interviewed and help us complete our project, and the 10 student participants who gave up your precious time to experience the Learning Journey we had planned, thank you.

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