

CAT 4: RESOURCE DEVELOPMENT

4-96

PROJECT REVIVAL

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ABSTRACT

Project Revival is a compact and informative survival guide that was created with the intent of encouraging Structured Integrated Programme (SIP) students to better manage their studies and to lead healthier lifestyles. Our survival guide provides study tips that could be useful to SIP students for them to better manage their studies, motivational quotes and areas for them to set goals to ensure that they stay on task and remain driven to achieve, as well as advise and tips for them to have a healthier lifestyle.

1. INTRODUCTION

1.1 Rationale

Structured Integrated Programme (SIP) students of Hwa Chong Institution are found to be weaker in terms of academics compared to their Integrated Programme (IP) counterparts. They also seem to lack motivation and interest in studies, which leads them being unable to cope well with their studies.

1.2 Objectives

The objectives of Project Revival are to:

- (a) Encourage SIP students to better manage their studies
- (b) Encourage SIP students to lead a healthier lifestyle

1.3 Target Audience

The target audience of Project Revival is Structured Integrated Programme (SIP) students of Hwa Chong Institution.

1.4 Resources

The main resource created for this project is a survival guide, which includes detailed information on the following areas:

- Study Tips
- Goal Setting
- Sleep Management
- Specific Important Subject Resources
- Counselling Outreach
- Anger and Stress Management

2. REVIEW

Our group reviewed 3 articles before embarking on this project:

1. “Motivating Underachieving Gifted Children” by Andrew Loh

The most common characteristics found in underachievers include,

- Very low self esteem
- Very low self efficacy
- Clear lack of motivation

However, it was found that the “lack of motivation seems to be the most serious problem that a gifted child faces in his or her life.”

2. “How to motivate an underachiever” by familyeducation.com

Another article, “How to Motivate an Underachiever”, by familyeducation.com shows that the factors and behaviours commonly associated with underachievers are:

- Has low self esteem
- Is easily bored or distracted
- Has low or nonexistent motivation and effort
- Organises poorly time and materials
- Has poor self-management skills
- Health and developmental causes

3. “Helping underachievers succeed” by Joycelyn and Thomas Parish of Kansas State University

According to the study called, “Helping Underachievers Succeed”, carried out by Joycelyn and Thomas Parish of Kansas State University, underachievers, defined by them as students whose observed school performance is below his/her potential level, faced problems like “poor grades, attitudes and self-images.” After going through a special programme designed to cater to the needs of these students, including counselling and access to additional support and resources, positive outcomes were observed. This group of students were observed to have better lines of communication and “liked the caring attention they received.

Summary of Findings:

Underachievers mainly lack motivation, self-esteem, self-management and a healthy lifestyle. This may lead to certain consequences such as the deterioration of grades and health, anger and stress.

The best way to help these underachievers is to provide them with the attention they need, as well as motivating them to study and adopt a healthier lifestyle at the same time.

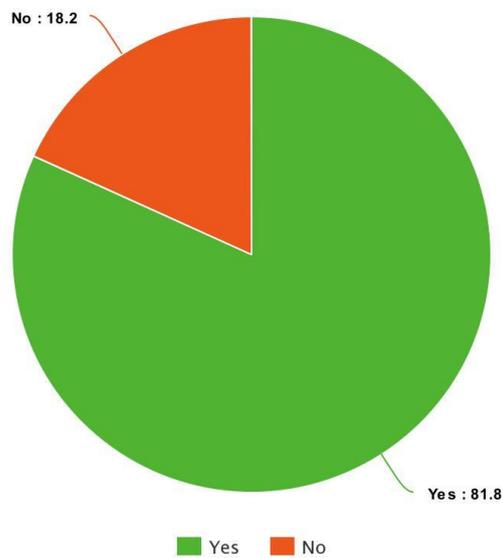
3. METHODOLOGY

3.1 Needs Analysis

A needs analysis was carried out to establish the need for our resource package. Our group carried out a survey on 22 SIP students, and an interview was carried out with Mr Sung Kah Kee and Ms Boey Soek Bing, who have experience teaching SIP students, for us to learn more about the behaviour of SIP students in the classroom.

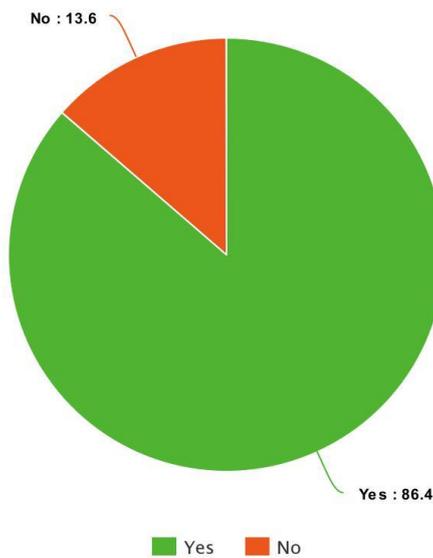
3.2 Survey Results

I feel unmotivated to study.



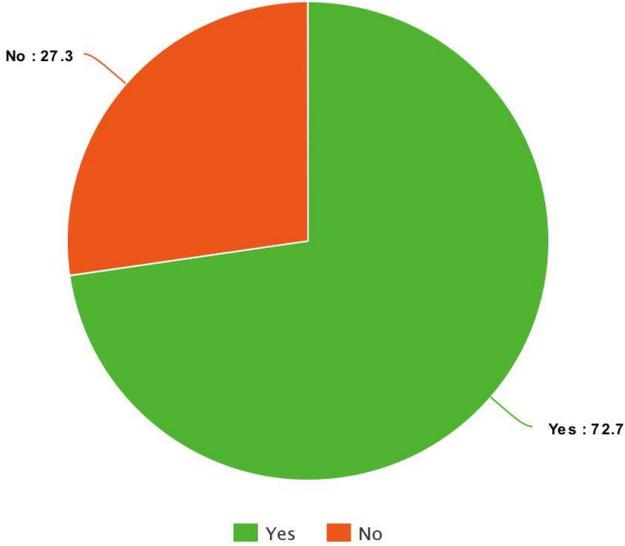
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I have a lack of resources to study.



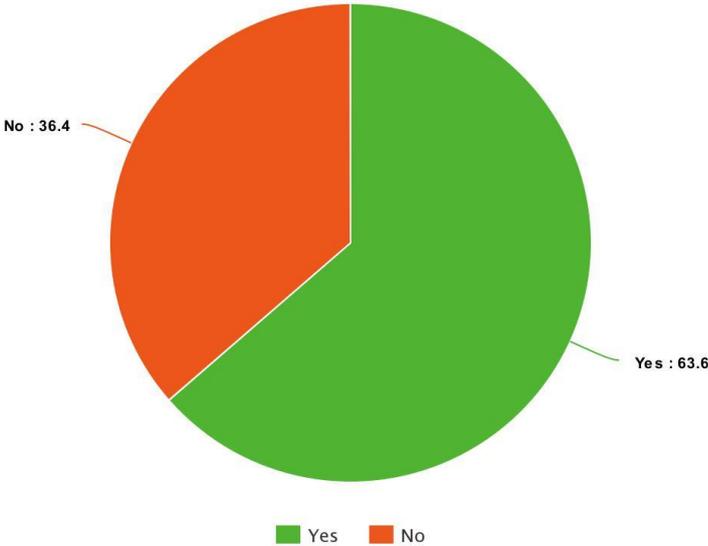
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I feel that studying is aimless and pointless.



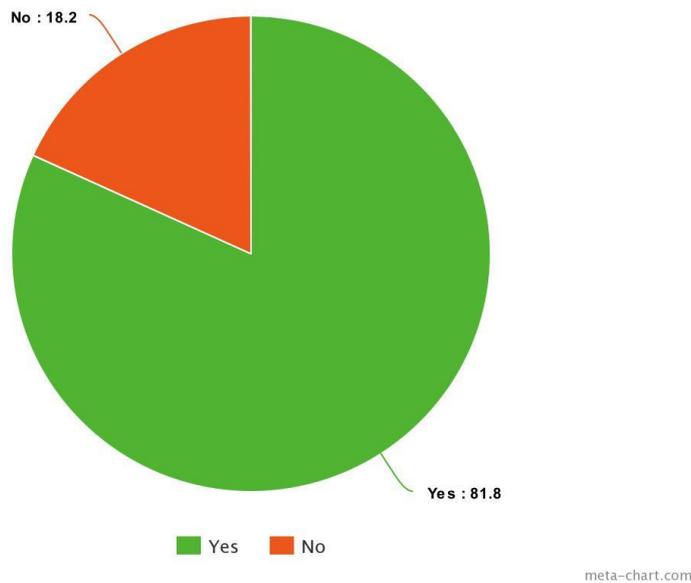
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I feel that I lack support from those around me.



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I feel that I have an unhealthy lifestyle (i.e. poor sleeping and exercising habits)



Feedback from teachers

Through the survey, it was found that most of the SIP students lacked motivation and resources for studying, and also had unhealthy lifestyle habits.

According to teachers that had experience teaching SIP classes over the years in Hwa Chong Institution, we found that the teachers also shared that the SIP students generally faced problems such as having a lack of discipline and time management skills. They also pointed out that many SIP students were addicted to mobile games and did not pay much attention during lessons.

Students faced issues like **time management** and the **lack of a disciplined routine** to complete their work. Most are **addicted to their phones** and some of them **sleep during lessons**. Peers from IP classes can also give **support** and **encouragement** to their SIP counterparts, and should not be labelled or looked down upon.
-Mr Sung Kah Kee

SIP students generally **lack focus, motivation** and **confidence to do well in different aspects**. They have a **weak foundation** and this **escalates when they reach upper secondary**, resulting in them **losing confidence in the subject**. Other students can help by **practicing more inclusiveness**, and to not seem them differently.
-Ms Boey Soek Bing

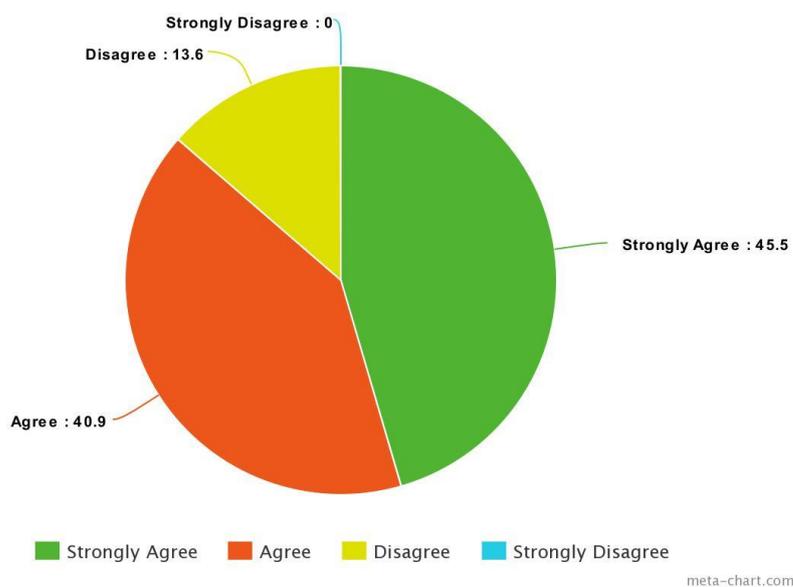
3.3 Development of Resource

Through our needs analysis and advice from teachers with experience teaching SIP students, we researched information online as well as consulted our seniors who were previously in SIP for tips and advice that would be useful for SIP students. The information was then collated and compiled into our survival guide.

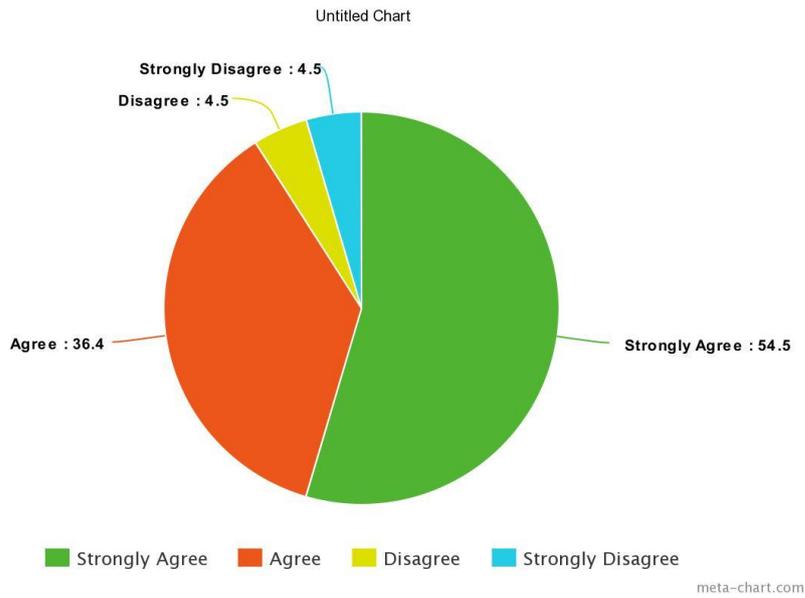
3.4 Pilot Test

A pilot test was then administered to the same 22 students that the initial needs analysis was carried out on. Our group gathered feedback on their experience when using our survival guide, in order to further improve our survival guide to make it more suited for the needs of SIP students.

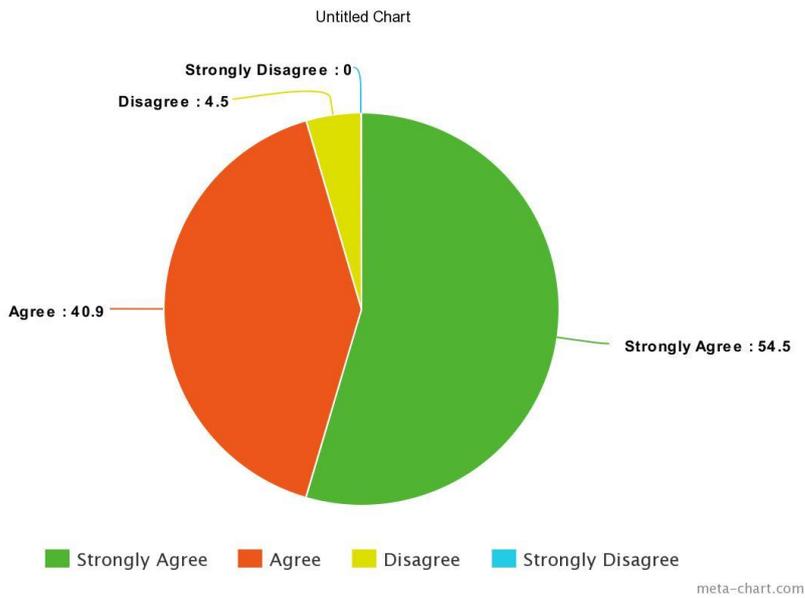
The Survival Guide has taught me how to manage my time.



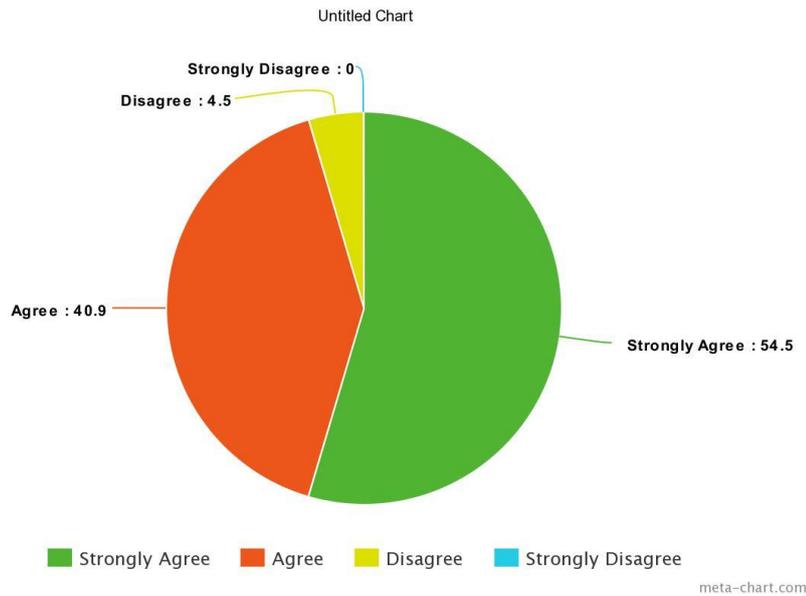
The Survival Guide has taught me to better manage my stress.



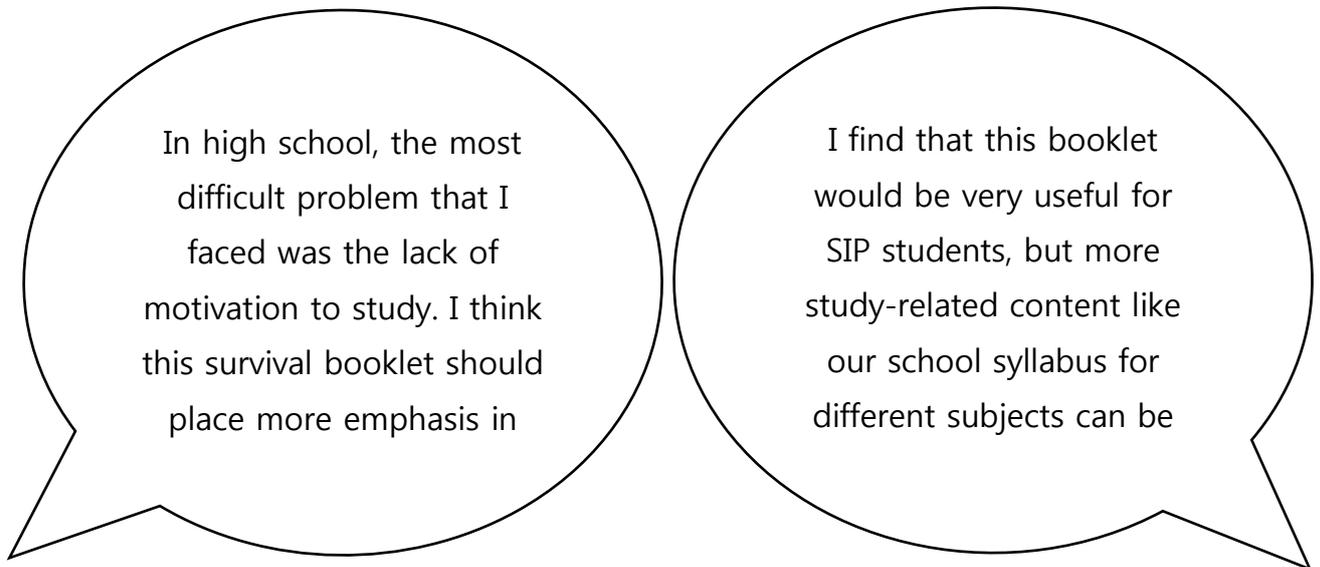
The Survival Guide has taught me how to live a healthy lifestyle as well as combat addiction.



The Survival Guide has helped me improve on my study habits.



In addition, we also gathered feedback from ex-SIP students, who are currently in HCJC, to seek their opinion of our survival guide.



In general, the feedback we received after the pilot test was carried out were generally positive, and these sentiments were also reflected by the ex-SIP seniors who reviewed our project.

4. OUTCOME AND DISCUSSION

After providing the SIP students with our resources, we have realised a change in their lifestyle as well as results. We interviewed certain SIP students after they received their booklets for about a week, and we have gotten many positive feedbacks as well as comments.

Our project group has faced many limitations throughout the project, such as ensuring that our survival booklet has sufficient content, while making sure it is not too long either. Conducting the pilot test has also been a problem for us as the first pilot test was inefficient and the number of results were below expected. Hence, we have to go down to the classes and ensure that the students have read our booklet and done our pilot test. We have limitations on the resources that we were able to acquire, such as the costly printing of over 20 booklets for each class. Nonetheless, we still managed to overcome all these limitations by approaching the problem with alternative solutions.

After discussions, we might also publish our resources online on a website. This will reduce the cost of our resources, as well make it more convenient for the SIP students to access them. Another idea was to have a Part Two for our booklet which we can go more into detail on the academic aspect.

5. CONCLUSION

Project Revival was an eye-opener because it gave our group greater insight about the challenges faced by SIP students. Being IP students, this project made us more cognisant of the various problems that SIP students faced, such as being less academically-inclined and lacking motivation. This project was also a challenge because we were tasked to come up with creative and effective solutions to motivate SIP students to excel in their academics and lead a healthier lifestyle. Through this, our group members became more well-equipped in areas such as critical thinking and creativity.

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