



Project Work 2020

Category 4 Resource Development

Project L.E.A.D.

[Group 4-017]

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Table of Contents

| | |
|--|----|
| Cover..... | 1 |
| Table of Contents..... | 2 |
| Abstract..... | 4 |
| 1. Introduction..... | 5 |
| 1.1 Rationale..... | 5 |
| 1.2 Objectives..... | 5 |
| 1.3 Target Audience..... | 5 |
| 2. Review..... | 5 |
| 2.1 Overview..... | 5 |
| 2.2 Significance of Project..... | 6 |
| 2.2.1 Problem Solving Skills..... | 6 |
| 2.2.2 IT Skills..... | 6 |
| 2.3 Market Analysis..... | 6 |
| 2.3.1 Kingmaker Consultancy..... | 7 |
| 2.3.2 The Halogen Foundation..... | 8 |
| 2.4 Conclusion from Review..... | 8 |
| 3. Methodology..... | 9 |
| 3.1 Needs Analysis..... | 9 |
| 3.1.1 Needs of Teachers/Schools..... | 9 |
| 3.1.2 Needs of Students..... | 10 |
| 3.1.3 Summary of Needs..... | 12 |
| 3.2 Construction of Resources..... | 12 |
| 3.2.1 Play-centric Learning..... | 13 |
| 3.2.2 Presentation Slides..... | 13 |
| 3.2.3 Workbooks..... | 17 |
| 3.2.4 Facilitators' Training Slides..... | 18 |
| 3.2.5 User Manual..... | 19 |
| 3.2.6 Google Site..... | 19 |

| | |
|---|----|
| 3.3 Pilot Test..... | 20 |
| 3.3.1 Facilitators' Training..... | 20 |
| 3.3.2 Curriculum Sessions..... | 21 |
| 4. Outcome and Discussion..... | 24 |
| 4.1 Feedback from Pilot Test..... | 24 |
| 4.2 Improvements to Resource..... | 24 |
| 4.3 Limitations..... | 25 |
| 4.4 Possible Extensions of Project..... | 25 |
| 5. Conclusion..... | 26 |
| 6. References..... | 27 |

ABSTRACT

Project L.E.A.D. is a resource package for Primary School teachers, providing an interactive and multimodal lesson package for Primary School Student Leaders. It contains lesson resources such as slides, worksheets and a user manual for teachers to easily adopt the use of the package. It teaches relevant 21st century skills such as problem-brainstorming, critical evaluation and data analysis, as well more intangible, nuanced leadership theories. The package achieves this through experiential learning in conjunction with worksheets and slides, which optimises the learning experience for student-participants.

1 INTRODUCTION

1.1 Rationale

Leadership development is an essential feature of holistic education, and teachers often hire external vendors to conduct leadership workshops. However, while comprehensive, these packages are often expensive, and do not target practical skills training, therefore not always a feasible option.

Our resource therefore aims to provide an alternative option for teachers.

1.2 Objectives

To craft a package for teachers/schools who will conduct leadership training sessions with Primary School Students and:

1. Nurture confident young leaders who take initiative and actively seek to serve their communities.
2. Equip them with the proper skill sets needed to do so.

1.3 Target Audience

Primary school teachers who will be able to use our resource package to train their students.

2 REVIEW

2.1 Overview

Why might Project L.E.A.D be relevant? To answer this, we looked into the following:

1. Market Research:
 - Ascertain the flaws of leadership training packages (whether they teach problem-solving skills) already offered on the market so as to value-add.
2. Importance of:
 - Problem-Solving Skills

- IT Skills; to justify the content of our package
3. Benefits of:
- Play-centric Learning; to justify the pedagogy we adopt

2.2 Significance of Project

In our package, we teach students how to identify problems, brainstorm and evaluate solutions, and how to craft surveys and draft proposals.

2.2.1 Problem-Solving Skills

Problems solving skills are essential to students for them to overcome challenges they face.

“Merely having knowledge or information is not enough. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions”

~Professors Dr. Lisa Gueldenzoph Snyder and Mark J. Snyder

2.2.2 IT Skills

Children who fail to develop technological expertise will be left behind in the digital revolution. Our resource package sets a strong foundation for students in the digital world through teaching them to craft surveys and analyse graphical data.

Covid-19 has also exemplified the importance of utilizing technology for effective communication. If students can grasp these digital skills, they are even more prepared to address challenges faced in their future.

2.3 Market Analysis

After reviewing several vendors and the services that they provided, we concluded that the commercial market for leadership training and consultancy solutions, much as they provide comprehensive lessons, is oversaturated.

We would like to offer an alternative package which ideally, would be used in tandem to complement a school's curriculum.

For purposes of simplicity, we have included our research looking into two of the largest players in this industry - Kingmaker Consultancy and The Halogen Foundation.

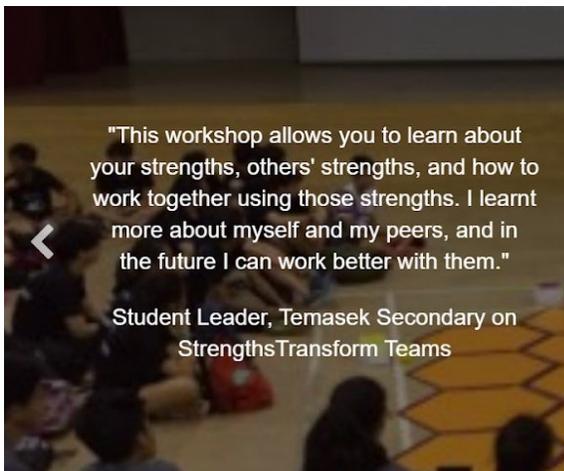
2.3.1 Kingmaker Consultancy



StrengthsTransform TEAMS

This programme is great for student groups from Co-curricular Activities, Student Councils and Class Committees seeking to maximize team effectiveness:

- "How may we communicate better to forge effective partnerships?"
- "How can we build teamwork to attain excellence?"

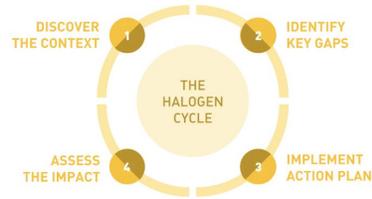


Screengrabs from Kingmaker Consultancy's Website

2.3.2 The Halogen Foundation



The Five Practices of Exemplary Leadership®



Heroes

Adapted from Student Leadership Challenge®

- Recommended for Primary School Students
- Heroes incorporates elements of Applied Drama methodology to engage students

Screengrabs from The Halogen Foundation's Website

2.4 Conclusion from Review

Both leadership courses focus more on building team-oriented capabilities, teaching leaders how to work in teams to maximise team effectiveness. They offer interactive courses which are theory-intensive (e.g Five Practices of Exemplary Leadership). Based on what the market offers, these are the shortcomings of hiring vendors for student courses:

1. The high cost. Schools with a lower budget would not be able to engage such vendors.
2. The lack of specific technical training. Although these packages offered are comprehensive and cover a wide range of leadership skills, they do not cover as much the specific skill of planning and executing policy solutions.

Therefore, there is a need to provide a package that offers technical skills training at a low cost.

3 METHODOLOGY

3.1 Needs Analysis

3.1.1 Needs of Teachers/Schools

In December 2019, we visited Westwood Primary School to conduct an interview with Mr Alan Ng, the teacher-in-charge of student leaders at the school. Through our interview, we found that a good leadership training package should:

1. Ideally, be as low cost as possible.
2. Complement the school's leadership development goals.
3. Be fun and enriching for participants.
4. Be pitched at a level suitable for young students; with complex concepts unpackaged and scaffolded.
5. Teach practical skills, such as teaching student leaders to initiate efforts to tackle existing problems within their community.

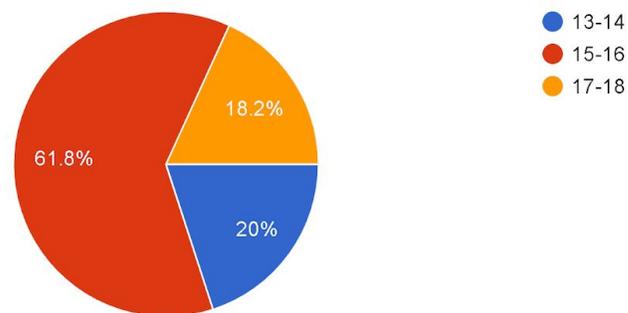


3.1.2 Needs of Students

We conducted a survey with 110 Secondary School & Junior College Student Leaders to determine their sentiments towards Problem-Solving Skills Training.

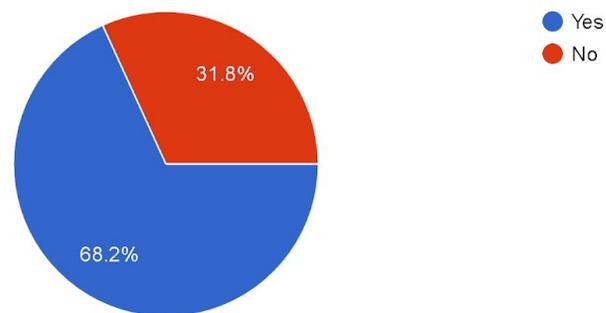
What is your age?

110 responses



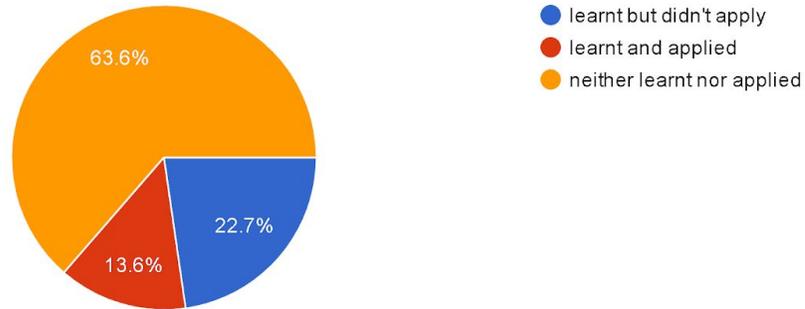
Were you a student leader (prefect, class monitor, CCA exco etc.) back in Primary School?

110 responses



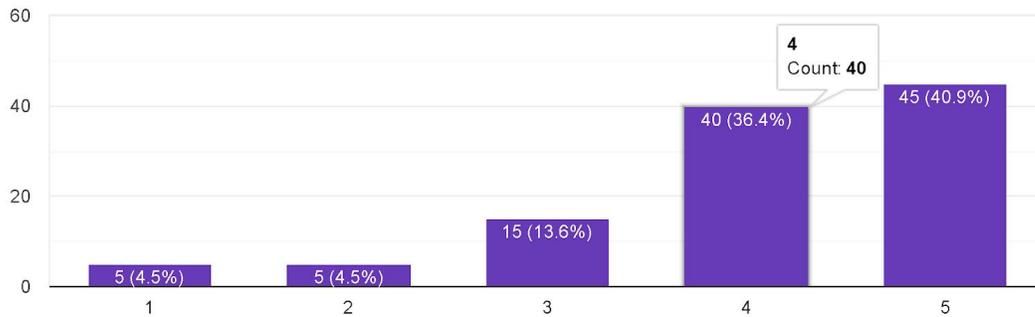
Have you ever learnt/applied problem solving skills (brainstorming and evaluating solutions, planning and executing proposed measures etc.) t...e problems in your primary school or community?

110 responses



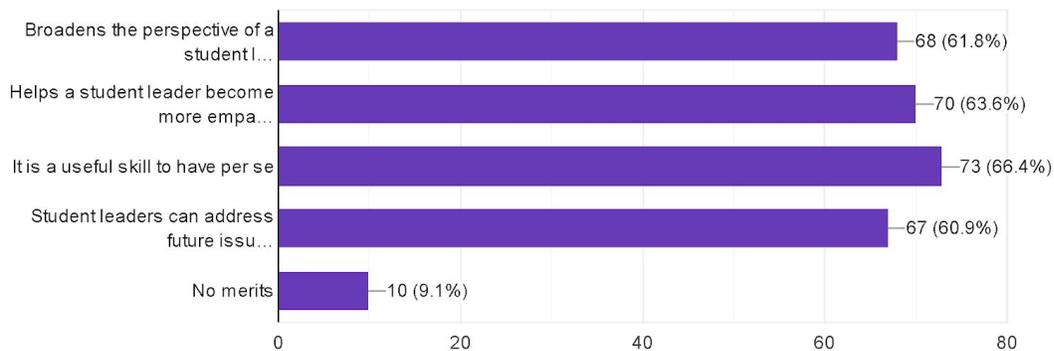
How useful do you think are these problem solving skills?

110 responses



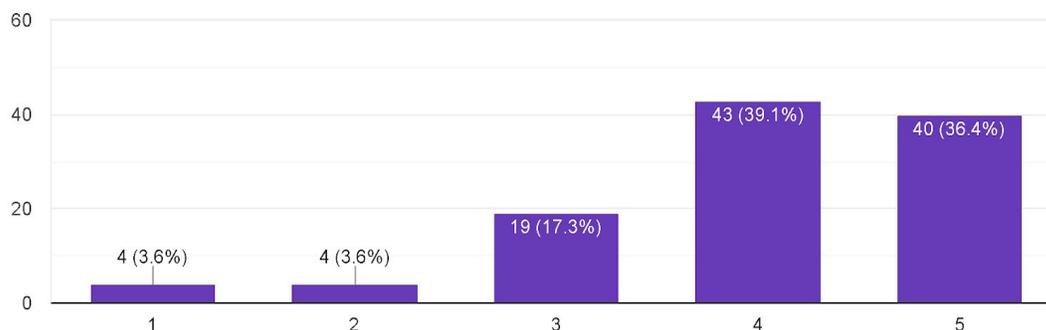
What do you think are the merits of such skills?

110 responses



Do you wish to have received more of such skills training back in Primary School?

110 responses



3.1.3 Summary of Needs

In conclusion, respondents across the board largely agree that problem-solving skills (which we have in the survey defined as the set of brainstorming, survey-crafting, interview, graphical analysis, evaluation and proposal-drafting skills taught in our package) are useful (77.3%).

We also found that most respondents did not have the opportunity to pick up such skills in Primary School (63.6%), and in hindsight would have liked to do so (75.5%).

Therefore, there is a definite need for our resource.

3.2 Construction of Resources

Our entire resource is centered around a three-session lesson package to cover the curriculum through the use of presentation slides and workbooks.

The structure of the entire package generally follows:

1. Session One: Leadership Theories & Values Development
2. Session Two: Problem Solving (Part 1)
3. Session Three: Problem Solving (Part 2)

In the process of crafting our resource, we have also included a user manual & facilitators' training slides, in order for Schools and Teachers to operate our package with ease. Resources are also designed using free stock photos and non-copyright material, giving users peace of mind.

3.2.1 Play-centric Learning (pedagogy)

“Play is one of the most important ways in which young children gain essential knowledge and skills.”

~UNICEF

Kathryn Hirsh-Pasek, a child development expert in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution, also found out that Individuals learn best when they take an active role in the learning environment.

Hence, we decided to structure our package to engage student-participants with some fun and play-based activities(e.g roleplaying game for learning interviewing skills) so as to optimise the learning experience for student-participants.

3.2.2 Presentation Slides

We have designed 3 briefing slides(for participants) and 7 curriculum slides spanning across 3 activity sessions in total. *(Note: only cover slides are shown here)*

Introduction to Leadership

Session One



***STAGES OF
GROUP
DEVELOPMENT***

Survey-Crafting



CONDUCTING AN INTERVIEW





Project L.E.A.D Leadership Training Course

Instructions for Participants

Session 3



DATA
ANALYSIS

3.2.3 Workbooks

We also designed 3 workbooks for participants to reference throughout the sessions.

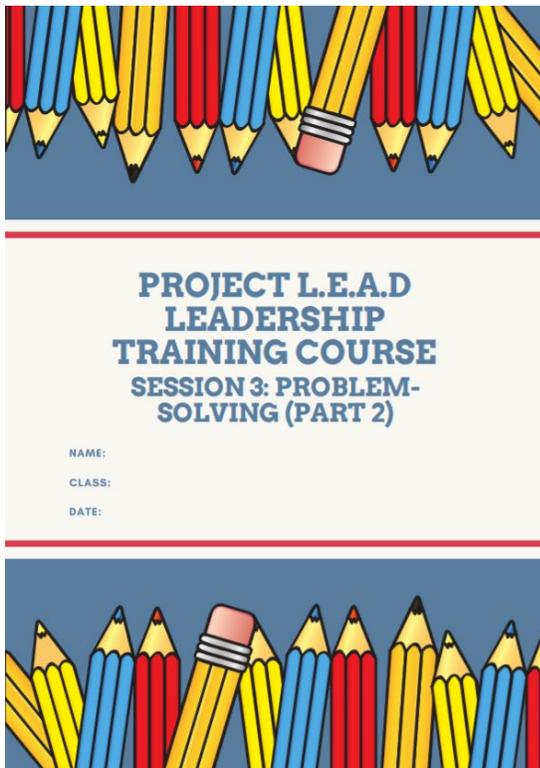
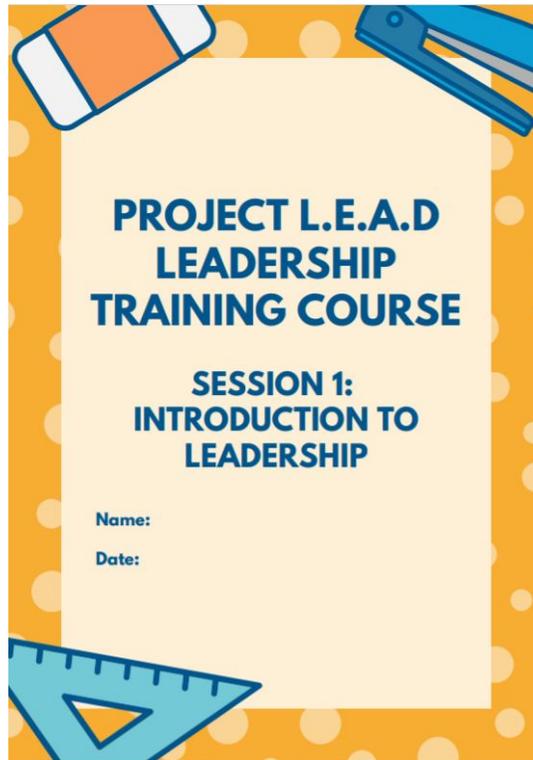
Project L.E.A.D Leadership Training Course

SESSION 2: PROBLEM
SOLVING (PART 1)

Name:

Class:

Date:



(Note: only cover pages are shown here)

3.2.4 Facilitators' Training Slides

In addition, we constructed facilitators' training slides for all 3 sessions to better aid teachers/schools in their application of the course.



**Facilitators' Briefing
for Session 3**

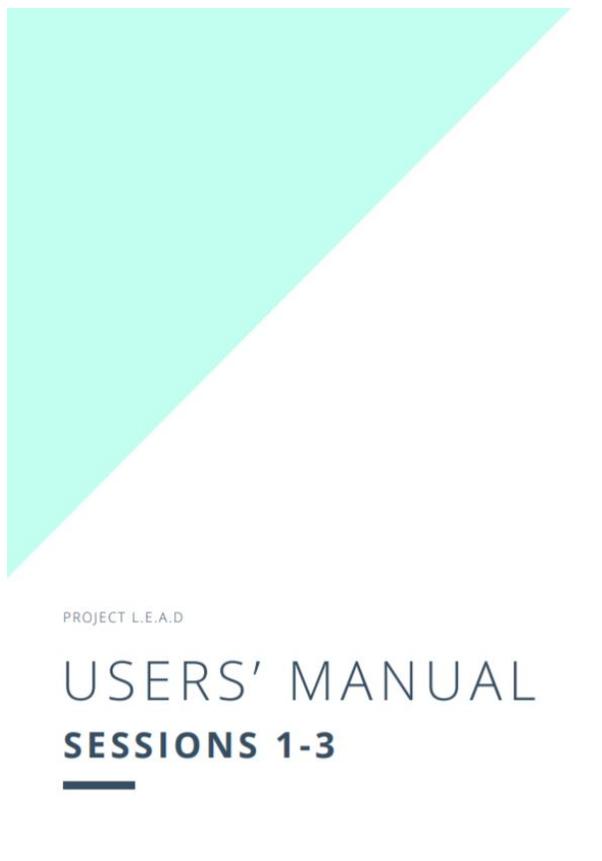
A decorative background for the slide, featuring a light blue, wavy, shell-like shape with vertical lines.

(Note: only cover slides are shown here)

3.2.5 User Manual

We also included 4 user manuals (1 detailed per session, 1 overall and simplified) for teachers and schools to refer to so as to facilitate their operation of our resource. Our user manuals includes:

1. Recommended session duration and number of participants
2. Logistics List
3. Brief description of activities
4. Sample Action Plan
5. Additional information to take into account



(Note: only cover page shown)

3.2.6 Google Site (contains folder for all listed resources + description of research process)

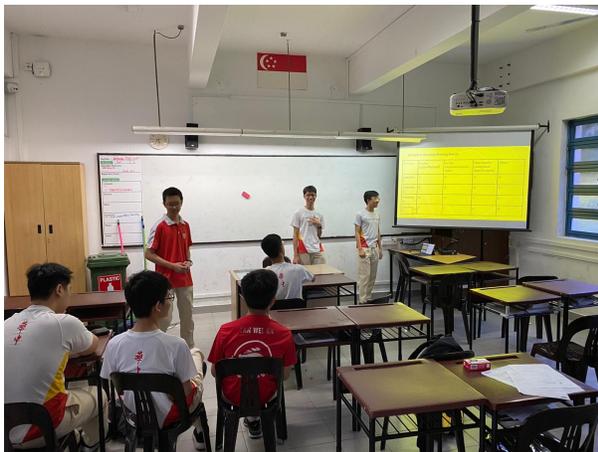
Link: <https://sites.google.com/student.hci.edu.sg/proj-lead-2020>

3.3 Pilot Test

We conducted all 3 planned sessions physically at Westwood Primary School in January 2020 with around 40 student-participants, before social distancing measures were implemented.

Prior to our actual activity sessions, we held 3 separate facilitators' training sessions to ensure that our facilitators were well prepared to facilitate the activity sessions.

3.3.1 Facilitators' Training Sessions



(Note: not all photos are shown)

3.3.2 Curriculum Sessions

Session 1:



Session 2:



(Note: not all photos are shown)

Session 3:



(Note: not all photos are shown)

4 OUTCOME AND DISCUSSION

The pilot test was a success, and after further refining our resources, it stands by ready to be adopted for usage.

4.1 Feedback from Pilot Test

After all 3 curriculum sessions concluded, we approached Mr Alan Ng for another interview to receive feedback on our resource package. Here are his comments, briefly summarised:

1. Pros

- Successfully equipped participants with the skills it intended to teach (survey crafting, proposal-drafting etc.).
- The course had fulfilled its objectives overall.
- The flow and pacing of the entire course with regards to its curriculum was apt and coherent.

2. Cons

- Inapt allocation of time, leading to some activities left uncompleted.
- Excessive presentations and theory-intensive sharing resulting in the course not being able to fully engage participants.
- Language used in our presentation slides and workbooks were too complex, considering the age group of our participants.

Link to video interview: https://www.youtube.com/watch?v=nZPT8KzGw_0

4.2 Improvements to Resource

Here are some modifications we made to the resource package in order to further refine it, in view of the feedback received:

1. Increased the length of each session from 2 Hours to 2 Hours and 30 Minutes.
2. Increased the number of hands-on activities.
3. Decreased the amount of time spent on presentations and workbook activities.

4. Further simplified the language used in our presentations and workbooks.

4.3 Limitations

Due to the pandemic, and the nature of our resource requiring physical interaction, we could only conduct one full set of physical pilot tests before social distancing measures were implemented.

This resulted in us having:

1. Less first hand feedback to improve our resource's versatility.
2. Less experience to work with.

4.4 Possible Extensions of Project

We had originally intended to include a follow-up session to check on the progress of student-participants after they had put the skills learnt into solution implementation, but in the end were unable to do so due to time constraints.

5 CONCLUSION

Project L.E.A.D. has been an extremely fun and enriching experience for us. It has been an arduous journey, with many hours spent developing, designing, refining, and improving our resource package. We learnt about perseverance, teamwork, creativity, and critical thinking during this project. Our pilot test also allowed us to understand the needs of the students, and realise the meaningfulness of our project as we see its results materialise. We hope that our project will be able to make a difference for primary school students and teach them what it takes to be true leaders in every aspect of their lives.

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