CATEGORY 4 RESOURCE DEVELOPMENT
Written Report

Group 04-021

THE RIGHT WRITERS
Write Right! Resources for Writing

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<u>Abstract</u>

The resource package we created focuses on two aspects of writing - creative writing and journalism, which are on opposite ends of the literary spectrum (with the former being fiction and the latter being highly objective). Thus, our course provides a chance for the secondary one Humanities DSA students - our target audience - to experience and learn about a vast range of writing. They will also be exposed to expository writing, as journalism and expository are under a similar sub-category of writing. Moreover, through our lesson activities, they will learn hands-on skills underlying research and editing.

1. INTRODUCTION

1.1 Target Audience

Secondary ones who have entered HCI through the Humanities DSA stream (HuDSA) are the audience for our Creative Writing and Journalism course, which we have supplemented with notes on a Google Site.

Our secondary target audience are all secondary one to 4 students in Hwa Chong. We opened two online activities to the High School students to promote appreciation towards literature, the first being the Ides of March Quiz and the second being Teacher's Day Appreciation Poem.

1.2 Rationale for Our Project

Writing skills are a pivotal component of communication. Good writing skills allow one to communicate messages with clarity and ease to a large audience, which is vital to success in today's world. For instance, in many technical fields, writing is an important medium for business memos or academic papers. Thus, we can say that writing is a great way to teach, inform, entertain and educate oneself. This was one important consideration in our need for this resource.

After an evaluation of the secondary one ELL curriculum, we found that there were few lessons which touched on journalism skills. This presented some difficulty in introducing secondary one HuDSAs to the Student Journalism Unit (SJU) programme. The SJU is an interest group that provides its participants with the opportunity to take part in journalism-related activities, and its roles include interviewing personnel at events (i.e. Track and Field Finals, Combined Sports Meet) and writing articles (both for the school magazine, Panorama; and the SJU Instagram page: https://www.instagram.com/hci.sju/)

Despite the existing lesson plans on writing, there are no comprehensive resources for younger HuDSA members to pick up the writing tools necessary for their later years in the SJU. Furthermore, due to the current COVID-19 situation, the secondary one HuDSAs lose their chance to get field experience, thus taking away chances to pick up hands-on journalism skill sets. We thus hope to make up for this loss of experience, as well as build up their love for different kinds of writing. As such, we decided to leverage on our own knowledge and existing lessons to start this resource (a Google Site for the secondary one HuDSAs).

Having factored in the importance of writing skills in today's society, we decided that there were more than sufficient grounds to start a writing resource.

1.3 Objectives

Through this course, we intend to impart the core tenets of being a journalist to the secondary one HuDSAs (passion, precision and dedication) and teach the secondary ones skills underlying journalism and creative writing. We also hope that through this course, they would be able to improve their writing skills, both creative and objective. On a personal level, we do wish that this course can act as a platform for all of them to bond together as it is extremely crucial for them, as budding reporters to have good relationships with their batchmates so that they can work effectively as a group.

We will be accessing the secondary one HuDSAs by using criterias such as how well they have mastered the journalism skills, their creativity and ability to work with their batchmates.

As for the students of Hwa Chong, we hope to raise the profile of English and Humanities in Hwa Chong and create a culture where the Humanities are important to everyone. We hope that our project can show students in Hwa Chong the beauty of different forms of writing (both literary and objective), allowing them to see beyond grades and appreciate English as an art instead of a dry subject. Moreover, through some of our activities planned (i.e. Ides of March Quiz), we hope to display the connections between English and other Humanities subjects, such as history and geography.

1.4 Resources

We have created numerous resources, one of them being the Ides of March Quiz that was opened to the whole school (https://forms.gle/7qqN1oHV841Z4xu18). Besides creating the quiz, we also prepared a website that provided some information on ancient Roman customs - in line with the Secondary Two literature curriculum, which focuses on the play *Julius Caesar* (https://sites.google.com/student.hci.edu.sg/ides-of-march/home). The intention behind this was to raise interest in older literature, while bringing out connections between English and the other Humanities subjects, such as History and Geography. This was also a reminder to the secondary one HuDSAs (and other students who participated) that studying for such subjects involves more than just memorisation of a textbook, and could be interactive in a meaningful way.

Another resource we created was the Quiz of Ancient Rome, which was an advanced version (https://forms.gle/nPDJK125K2y56N5V7). We hoped that teachers could use this quiz during their lessons to spark interest in the students before they begin teaching *Julius Caesar* in Secondary Two. This quiz would also serve as the basis to provide some historical context of Ancient Rome, the setting of the play *Julius Caesar*.

This is the secondary one HuDSA Creative Writing and Journalism Course Website which was mentioned earlier on. https://sites.google.com/student.hci.edu.sg/sec1hudsa2020. We made use of this website as a learning supplement for the secondary one HuDSAs. On this website, we put up links to other reference materials which they can look through in their free time.. The website provides a comprehensive set of notes to aid with the students' learning as well as detailed instructions for hands-on activities.

The Teacher's Day Appreciation Poem was supplemented with a website (https://sites.google.com/student.hci.edu.sg/appreciationpoem/home). The site provides a set of detailed instructions needed to write the six different forms of poetry offered - namely acrostics, ballad, haiku, free verse, limerick and sonnet. Instructions put up on the Google Site were backed up with examples. The inclusion of examples served two purposes: introducing some lesser known poetry pieces and giving advice on how to better one's own poetry skill. Importantly, this "Poetry-Off" provides an avenue for students to express their creativity as well as display heartfelt gratitude to their teachers.

2. LIT REVIEW

As mentioned in the rationale, there are no comprehensive resources on journalism. With COVID-19, the secondary one HuDSAs are also unable to learn through field experience (i.e. Track and Field and CSM). We therefore decided to hold such a course for them to impart our knowledge and experience of journalism for the secondary one HuDSAs students to be more familiar with the skill sets that they need for future journalistic assignments.

3. METHODOLOGY

3.1 Development of Resources

<u>Ides of March Quiz</u>

We created an online quiz on a well-known ancient Roman festivity, the Ides of March, which was rolled out on 13 March to the secondary one to four students as a holiday activity to commemorate the ancient Roman festivity. We created such a quiz to give the students a platform to present their knowledge of the Ides of March and express their creativity in the free-response section. We had a total of 60 responses. Besides creating the quiz, we also prepared a website that provided some information on ancient Roman customs, which was in line with the Secondary Two literature curriculum, which focuses on the play *Julius Caesar*.

Our hope was that through such a quiz, we could create awareness that Literature transcends the confines of conventional writing analysis and consists more of understanding nuance. Therefore, through a fun, informal platform, we solicited students' reactions to the "exalted self" depicted in certain works of fiction. An example is memes, which are a reaction against the exaggerations created by language, the impenetrability of art circles, the linguistic impediments to expression and limitations of other forms of literature that fail to express the daily experiences of so many people.

We also hoped to reinforce the idea that literature is intricately connected with other humanities subjects, such as History, as well as reiterate the value of looking at connotations behind commonly-used expressions (diction).

William Shakespeare's *Julius Caesar* is considered a literary work of fiction, yet at the same time it represents a fragment of history that is forever embedded in the timeline of the ancient Romans. The play itself reflects Shakespeare's interpretation to *Julius Caesar*, which could have shown influences from Shakespeare's era. History is the collection of happenings and literature is the reflection of human nature in its ever-shifting form, and this relationship between the two disciplines is one that pervades our daily lives.

Geography has the power to create a particular atmosphere and to shape characters. The idea of "home" can be magnetic, elusive, or suffocating, and many characters travel to either find it or escape it. Weather can be a part of a setting in a literature piece but is also a part of geography. In *Julius Caesar*, weather played a big part in foreshadowing of the play. By testing some questions regarding the way of life of the ancient Romans in the quiz, we were trying to present that analysis of how ancient Romans lived was also a form of geography study.

Secondary 1 HuDSA Journalism and Creative Writing Course

Lesson 1: Jabberwocky
We wanted to try something relatively easy for the first lesson, which took place on 25 March, so we decided to begin by enriching what they have learnt in their ELL lessons. After some careful consideration, we chose to touch up on Jabberwocky with them. Jabberwocky is a nonsense poem written by Lewis Carroll about the killing of a creature named "the Jabberwock". It was included in his 1871 novel *Through the Looking-Glass, and What Alice Found There*, the sequel to *Alice's Adventures in Wonderland*. We attempted to let the secondary ones explore a deeper meaning of the poem by explaining how Carroll's nonsensical words came from auditory imagery, as well as elucidating the emotions that Carroll wanted to evoke through those words (diction and connotation). We also gave them the opportunity to come up with a short "nonsense" poem of their own. This brought out the topic of sensitivity in language, which we found important as some words and phrases we use in our everyday life carry different connotations, and appropriate word choice is an important facet of communication (diction).

Another reason for our foray into Jabberwocky is Lewis' clever juxtaposition of a poem - regarded as a higher order, difficult literary work to master - with nonsensical words (like "uffish" and "Jubjub bird"), which seem reminiscent of the vocabulary of a 5 year-old. We hoped that bringing out this juxtaposition would allow our lessons, and literature as a whole, to seem more approachable - as well as to heighten interest in creative works like Lewis'.

Sensitivity to language is an important skill that is important in both speech and text. As reporters, and particularly as interviewers, communication with the people around us is of utmost importance. As such, our lesson taught them to communicate effectively and politely, using words that are appropriate to avoid offending anyone. For example, if one wants to commend a picture for being brightly coloured, he would use "radiant" instead of "lurid". Despite both meaning bright, the word "lurid" has the connotation of very bright in an ugly way. This is also important writing as the writers must be able to write in a way that is accepted by his readers.

Lesson 2: Kill That Cliché
We taught the students how to identify clichés during the second lessons. This includes both clichéd expressions and story ideas. These two types of clichés can demonstrate a lack of original thought and make a writer appear unimaginative, even lazy - thus, we intended for the students to stop using clichés in their writing and make the effort to search for fresh descriptions and phrases.

Clichés are someone else's words brought into a new plot. The cliché that a student uses may not fit the character, setting, time period, social background, or genre of a story - which could cause the whole piece of writing to appear odd, or stale (if a story is riddled with overused expressions). Furthermore, as clichéd phrases are overused and mainstream, they are often boring and unexciting.

With all this in mind, we held a 40 minutes long activity with the HuDSA students, in which they would rewrite clichéd expressions and story ideas in a shared document. The students can thus comment on each other's rewrites to learn from one another.

Lesson 3: Photography
Photography lessons were taught first in the whole journalism module as every article would need to have a picture to accompany it. Furthermore, photography was something light and we hoped to excite them even more about journalism. It was also a particularly interesting aspect of our course as it introduced creativity into journalism - typically thought of as dry and objective. It taught the secondary one HuDSAs to be comfortable using a different medium of displaying information (show, not tell), as well as to frame and present ideas using visuals. During this short photography module, we were able to teach the secondary one HuDSAs on some basic photography techniques, like the Rule of Third, how to use angles in photography, and so on. Apart from theory lessons, students were also given hands-on work.

The secondary one HuDSAs were given 3 main pieces of work for this photography module. Firstly, they were given a pre-lesson activity, where we had them fill out a short survey on their experiences and interest level in photography, before asking them to attach an original photograph of theirs, without any limitations, allowing us to judge how skilled and how interested the group was in this unit. Secondly, we also gave them a mid-lesson activity, in which their task was to take a photo of a drink can or bottle, and make it look as appealing as possible, which let them put in the theory skills taught earlier. For the final piece of work, the students were asked to take a portrait photo of a human, or a pet. The 2 types of work ensured that these students were both able to take shots of still and moving objects well.

Lesson 4: Data Collection
Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest - enabling a person or organization to answer relevant questions, evaluate outcomes, and make predictions about future probabilities and trends.

The rationale for choosing this specific topic for the journalism module is because data collection is needed for each and every piece of writing. Whether it is for an event or a single person interview, the secondary one Humanities DSA students will be using this skill every time they write a journalism article to enhance their journalism.

During the lesson, the students were also working on compiling the important points of an article to fit a specific purpose for a scenario. The article that they were given was one of robot journalism and why it is on the rise. There were many sections of the article where the writer would talk about how it collected and compiled data faster. The Humanities DSA students were given the scenario of having to explain the importance of data collection to primary school students. This was to ensure that the secondary ones would use very simplified language to express nuanced points, placing a larger emphasis on the relevance of the language used. Furthermore, as Albert Einstein once said, "If you can't explain it simply, you don't understand it well enough". Following that train of thought, we decided to make them explain the importance of the concept they had just learnt. The goal of this activity was to allow the students to get some valuable experience using the skill that we had just explained to them.

Holiday Activity: Rhetoric
During the pushed-forward June holiday, we elected to give the secondary ones an optional task on rhetoric - the art of effective persuasion through speaking or writing. We gave them the task to write a formal email to explain why we should not give them homework (incidentally demonstrating irony in action). To start them off, we provided the information they needed on Aristotle's three appeals - pathos, ethos and logos. Pathos appeals to emotion, Ethos is to authority, and logos to logic and fact. This fun activity aimed to equip them with an insight into rhetoric (covered in the Secondary Two ELL curriculum), while setting the foundation for effective communication: an important skill required for interviewing.

We chose for the students to write a formal email because we noticed that students in Hwa Chong (not just the secondary ones) do not know/bother to write formal emails. In the journalism sector, it is another essential to write emails formally as interviews have to take place through such means when face-to-face interviews are not possible. Formal writing is also required of the student journalists as articles they write will concern the schools image.

We hoped to give a head start on rhetoric to these students as we feel it would benefit them greatly not just in the present, but also in the future.

Lesson 5: Interviews
Interviewing is a subset of Data Collection. Interviewing can teach empathy and teaches one to listen to others. Besides that, interviewing also teaches charisma, precision, resourcefulness, awareness, flexibility and nerve of the secondary one HuDSAs. Interviewing is essential in every article the journalism unit produces, as it shares insights into the interviewee's thoughts. The secondary one HuDSAs were taught that an interview should be a conversation to deepen relationships and build connections with people around you.

Interviewing trains a wide swathe of skills. One such pivotal skill in interviewing is knowing how to communicate effectively with one's interviewee, and make sure the questions one asked are clear and succinct. This precision was trained by allowing the secondary one HuDSAs to craft and refine specific interview questions.

Sensitivity is also reinforced in this lesson as the interviewer needs to choose words carefully so as to not offend others. Interviewing key personnels may present a challenge for some of the secondary ones, as they may be nervous talking to unfamiliar adults. Therefore, the skills above are doubly important - both as a journalism skill and as a way of bettering interpersonal communication.

To make up for the loss of field experience, we decided to let the secondary ones conduct a mini "interview", mimicking one where the students act as interviewers and interview the student trainers. The student trainers assumed the role of problematic interviewees, such as a talkative yet irrelevant interviewee, a disinterested interviewee, and an interviewee who did not speak English well. In doing so, we tried to expose the secondary ones to the potential pitfalls and difficulties involved in interviewing. This was one lesson that also encouraged interactions

between the student trainers and the secondary one HuDSAs.

We also pushed out our first differentiated learning assignment. This assignment provided our students with three options to choose from, which vary in their levels of difficulty. We hoped that through this assignment, we could nurture the potential talents in the group of secondary one HuDSAs without imposing too much stress. The first option was for the students to come up with questions based on a picture provided for them; the second was for the secondary one HuDSAs to come up with 5 questions to ask an esteemed guest (they had to take into consideration that they were representing Hwa Chong, and thus had to be polite so as to uphold the image of the school); the third option was for the secondary one HuDSAs to interview a professor based on a speech that he gave to the school. The added difficulty to this was that even if they did not understand the speech, they were still required to ask professional questions. A more detailed version of the differentiated learning assignment can be found here.

Transcribing, on the other hand, trains one's ability to spot grammatical mistakes as one has to correct the errors in his/her interviewee's speech. Besides that, summary skills can also be put into use as the secondary one HuDSAs need to be able to identify key points in an interview through transcribing. Due to the lack of time, transcribing was just briefly discussed during the lesson. Our transcript homework assignment (where the secondary ones were asked to transcribe interviewee responses) had a lower submission rate, likely due to their history module examinations. Despite that, quality of work remained high. The overwhelming enthusiasm of the secondary one HuDSAs that we witnessed in the activity reiterated the point that many of the students were interested in interviewing.

Lesson 6: Writing and Editing
We planned to teach writing last as it is the final process of every journalism reporting. Furthermore, writing is often perceived as an examinable paper which is why we chose to have the other lessons first, hoping it would heighten the mood of the secondary one HuDSAs, changing their views of journalism and writing before they attend the lessons on writing. Initially, we had planned for a final lesson with the secondary ones on writing and editing. This part of the module was to cover the basics of journalism writing: i.e. tone and register, objectivity and bias, active vs passive voice, etc. However, the lesson was scrapped as both our group and the secondary ones had to study for the common tests and debates; to avoid adding undue stress on them, we instead decided to post a full set of lesson notes for their reference.

We covered different types of tones in writing (i.e. sombre, elated, melancholic). This particular subtopic is significant both in journalism and creative writing. In our everyday lives, a plethora of varying tones are used in different social contexts: for instance, a congratulatory email might be joyous, while an email to the principle would be comparatively polite and serious. This myriad of tones can be reflected in writing to capture different moods of a scene, as well as capture the thoughts and emotions of a character.

Register was also discussed in the set of notes provided. While tones capture different moods (grave, happy, sad, etc), the register of one's writing reflects its formality. For instance, one's register when talking to a friend would be more informal than his/her register when speaking to a

visiting delegation.

The use of active and passive voice in formal journalism writing was introduced as well. In formal, objective writing, a passive voice is typically used in place of an active one - in other words, emphasis is placed on an action or object being acted upon (subject), not the party performing the action (object) - thereby reducing the probability of bias in writing.

Checking for factual errors during editing (i.e. reliability of sources, citations, verifying facts and statistics) was another sub-topic of the lesson. In objective writing, in particular journalism, it is crucial to verify facts and data presented to the reader. This process of checking the accuracy of information presented includes ensuring that any facts and figures come from credible sources, are reported correctly, etc.

Teachers' Day Appreciation Poem
This Teachers' Day, students were given the opportunity to write a short English poem for their teachers, through our Appreciation Poem resource, which stood a chance of being featured in a montage during the celebration. We decided to make this an optional activity due to the tight schedule in Term 3 and 4. With that said, the whole school was given the chance to participate. Advertising for this was through iEMB, the hci.sju Instagram page (open to parents who follow us) and whatsapp chats. If possible, we can get each class to send out one or two representatives to write appreciation poems for their teachers. This acts as a means of providing them with a platform to express gratitude to their teachers. To execute this, we collaborated with the High School Council and sent a Google Site out to all students.

Poetry teaches aspiring poets to strive for finding the most effective words to convey each thought, emotion or idea. It also allows the students to practice visual imagery as being a poet, they have to create strong visuals for their readers, giving the reader a glimpse of their subjects. As such, we hope to make use of this opportunity to promote the different forms of poetry and some of the basic rules to writing different forms of poetry. Most importantly, we believe that this would give students a platform to express their gratitude towards their teachers and, at the same time, practise a different style of writing.

The six forms of poetry chosen were acrostics, ballas, haiku, free verse, limerick and sonnet. This Poetry-Off also complements the secondary one curriculum as they are currently studying poetry for Literature. Coincidentally, the five forms of poetry chosen (not including acrostics) for this Poetry-Off are the exact forms taught in the secondary one curriculum.

The introduction of acrostics was suggested by Mr Charles Low, who was very interested in our initiative. An acrostic poem is a poem where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere.

Ballads are intended to be sung and are often about love. The ballads often tell a story and most revolve about a mystical nature. Like a song, ballads tend to have a verse that repeats at various intervals throughout the poem. This would be suitable for those who are more romantic as well

as aspiring song composers.

Haiku is a form of poetry that originated from Japan which consists of three lines. These lines need not be rhyming. This form of poetry was first used to express feelings and thoughts about nature but almost any subject can be written in this form. Haiku sticks to a standardised form with the first and third line having five syllables each and the second line having seven syllabus, bringing the total number of syllabus to thirteen. Haiku is an "easier" form of poetry compared to the rest.

Free Verse was one the first forms of poetry that broke the convention that poems needed to have a rhyming element. Poems written in free verse employ other creative language techniques. The more common ones are alliteration and assonance. Free verse to be a less restrictive type of poetry to write as it does not require the usage of standardised forms or rhyming schemes.

A limerick is often silly or whimsical, written in five lines with an AABBA rhyme scheme. Limericks is usually used to convey a short, humorous story. When limericks first became popular, they often expressed ideas that were crude. Limericks now express all sorts of ideas. Such would be suited for those who enjoy jokes and are comical.
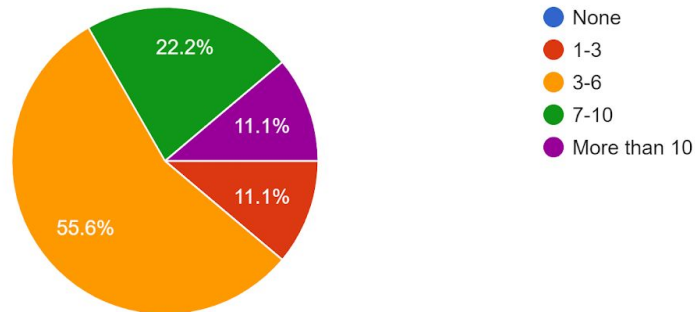
Sonnets would be the toughest to write among the five. Famous sonnets writers include Dante and Shakespeare. A sonnet follows a rhyme scheme of ABAB CDCD EFEF GG and has to stick to the iambic pentameter (applicable when writing Shakespearean sonnet). This form of poetry has been popular for hundreds of years and we hope we can use such an opportunity to share the opportunity of writing a sonnet. Those who are up for a challenge would be interested in this form.

4. OUTCOME AND DISCUSSION

4.1 Review of Resource

1. How many new journalism and creative writing skills have you learnt in this module? An example of a skill would be "how to design objective interview questions".
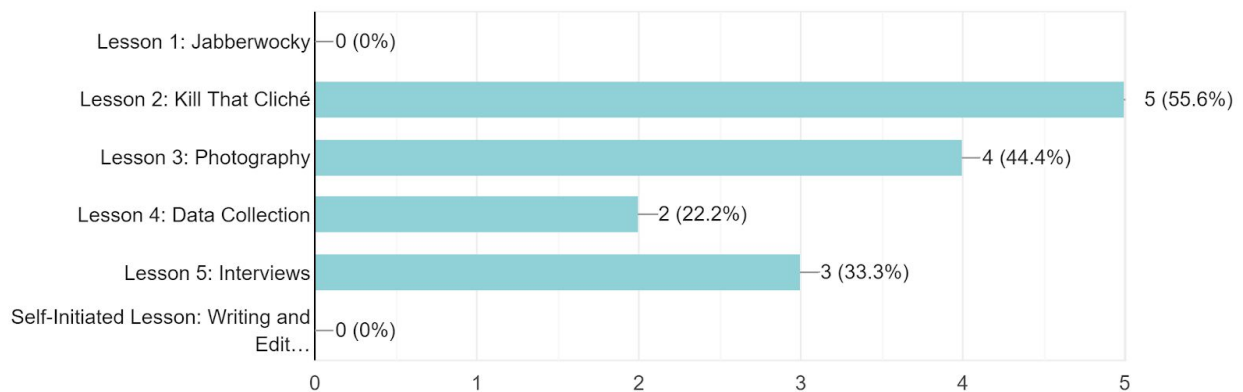
9 responses

- **5** students agreed strongly that they were more interested in writing after this course.
- **4** of them agreed strongly to have been exposed to different types of writing.
- **6** students agreed strongly that the student instructors conducted the class with clarity and were engaging.
- **6** students agreed strongly that the lesson content was relevant and interesting.
- **5** students agreed that the worksheets and lesson activities were useful.

7. Out of the lessons we had, which lesson did you enjoy the most? (You may pick more than one.)

9 responses

Those who chose Kill That Cliché as the preferred lesson said that:

- The instructors gave my writing constructive criticism and enabled me to improve my writing.
- It is a very unique experience when we could hone our creativity.
- The lesson opened up our eyes to how much we were being so trite in our writing.

Those who chose Photography as the preferred lesson said that:

- The lesson was simple and clear and it showed me basic techniques to taking a great picture.
- After going through the lesson, I gained some insights on how to improve my photography.

Those who chose Data Collection as the preferred lesson said that:

- I learnt to gather information in a more organised manner.
- Data Collection is a very useful skill as it can help me ace my summary as well.

Those who chose Interviews as the preferred lesson said that:

- It was quite understandable and applicable.
- The interviews lesson provided me with the platform to voice my thoughts effectively.
- I found asking Ewan and Chee Kai questions very interesting because they mimicked the different kinds of people we might interview.

Share with us your experience throughout this course as well as 3 skills/lesson takeaways (i.e. how to design objective interview questions) from our course that you find memorable/interesting.

Throughout this course, we were **exposed to different writing techniques which I can now apply to my own writing, basic data collection methods which we can use to find out more about a particular topic or area of study.** Plus, I really enjoyed the way the student trainers conducted the lessons as **they provided advice while also letting us initiate our own learning.** Their **comments and suggestions in the Google documents provided were highly relevant and helpful.**

~ Summary of feedback by Zeaus Koh Jin Rui (1i4)

I was **definitely satisfied with the courses** and the **student trainers were engaging** and the **content was interesting**.

~ Summary of feedback by Toh Jun Hao (1i4)

4.2 Possible Further Works

Areas for Improvement	Possible Further Works
There was a request for us to teach them on summarising main ideas and writing.	We may put up a set of notes. If there is a great demand for it, we may even resume online lessons after their exams.
It was also pointed out that we did not manage lesson time too well, with occasional overruns.	In future, we will implement more thoroughly structured lesson plans.
Three students requested us to conduct more physical lessons.	Unfortunately, due to the current pandemic, inter-level mingling is not possible.

5. CONCLUSION

5.1 Reflection

We felt that one of the benefits of this whole project was that we were able to bond more with our secondary one HuDSA juniors through the course. Through many activities, we were also able to engage the school in some activities to promote the Humanities subjects. Our greatest takeaway was still being able to empathise with teachers and this served as a means for us to briefly understand the job scope of a teacher. We enjoyed this project very much despite the few challenges we were faced with.

5.2 Problems Encountered

One problem we faced was that parents were concerned about having their child stay-back after school despite the MOE guidelines for suspension of CCA for Term 2. We came up with two strategies to manage the problem.

Strategy 1:
We planned to continue on with lessons, but with added safety protocol. The MOE website and Hwa Chong's iEMB system did not have any mention of suspension of after-school lessons. Furthermore, this course is only made up of 10 students from the same class (1i4), 4 student trainers from class 2i1 and a teacher (and is only held for an hour every two fortnights).

Advantages	Disadvantages
With the continuation of lessons, what we have planned could be executed and secondary one HuDSAs could continue to reap the benefits of our course.	However, due to the COVID-19 situation, parents are concerned about having their children staying back after school. Furthermore, the student trainers are in Secondary Two, a potential reason for parents to fear inter-level transmission. With all these concerns, there is a danger that they may lodge a complaint to the school regarding the lessons. In addition, if lessons were to continue, some hands-on or pairing activities may not be carried out due to social distancing measures. This could be a detriment in practice-centric skills such as photography. If the COVID-19 situation worsens, our lessons face a risk of getting cancelled in the future so the difference in whether we cancel it now or the school suspends it in the future.

Strategy 2:
We could cancel the lessons and move online with Google Meet lessons.

Advantages	Disadvantages
Parents may feel more assured with this arrangement. We can thus have lessons with the secondary one HuDSAs more often due to the convenience of a laptop.	However, not all students have access to a laptop. Furthermore, if we were to do this at home, students would reach home at different timings and it would be hard to coordinate a time for everyone to be online. It is also not guaranteed that students would take the lessons seriously (even though they showed enthusiasm during our first lesson with them). They may also take the opportunity to do other things, instead of focusing on the lessons. Additionally, it is also not recommended for the students to be on their laptops for prolonged hours. With online lessons, the social interaction with the secondary one HuDSAs would also be decreased and the activities would also be harder to carry out (as we would not be able to provide constant assistance to those that need it).

Due to recent Circuit Breaker measures implemented by the government, we opted to move lessons online. This was another great shift in our project. To overcome the issues mentioned in the previous slides, we thus implemented a pre-lesson survey prior to each week's class, which can be in the form of a Google Form or providing the secondary ones with a simple assignment and picking areas which we can refine during our lessons. Lessons would be geared towards having activities which they can do in their house (which would allow them to display the concepts taught during the online lessons). Lastly, to ensure that students are present and accounted for, our teacher mentor will monitor each meeting.

We also started a Google Drive folder for the secondary one HuDSAs to upload the completed assignments we gave them. This Google Drive folder would serve as a platform for uploading answers, and could provide them with a chance to review their classmates' works and peer-learn. The comments they provided for their classmates based on their classmates' works would show how well they have grasped the topic taught.

5.3 Intended Project (Problems Encountered)

In term one, we wanted to assist Mr Lim Zhan Yi, Miss Josephine Phay and Ms Priscilla Gan with the Write Right/CAP Sabbatical. The sabbatical would explore different genres and styles of writing, in line with the theme for this year's FPSP. During the sabbatical, we also wanted to screen movies to give participants inspiration on the topic, and have them write a reflection on our website after a short discussion. Another activity we had planned was to introduce games that could help with character building during this sabbatical.

During Library Week, we wanted to assist the teachers with World Book Day. Together with our mentor, we suggested the theme of Dungeons and Dragons as we found that the game was a vade mecum for character-building. This skill would help with the students' creative writing as it helps with world-building - being a dungeon master (a key role in the game), using interesting storylines to immerse the players in the game was crucial. Through Library Week, we could also encourage reading such that students can expose themselves to new genres.

However, due to the circumstances of COVID-19, we were unable to carry out the two aforementioned projects.

6. REFERENCES

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