

Cat 4 Resource Development

Group 4-049

Project Symponia

Zhang Shikang 4P2 (31)

Kieren Tan 4P2 (13)

Jonathan Heng 4A2 (11)

Chester Wong 4A3 (02)

Abstract

'Symponia' means compassion in Greek, which was an important value that we wanted to nurture in our target audience. In this project, we aimed to impart the necessary skills and values required for proper animal welfare with the creation of multiple integrated resources. The resources include word search, crossword puzzle, flipbooks, classroom session slides and the Amazing Race. We also worked with SPCA and FaithActs to ensure that our resources were accurate and suitable for our target audience.

1 Introduction

1.1 Rationale

Animal welfare is a pertinent issue in Singapore because many people lack knowledge about it. According to SPCA, it sees an average of 200 animals being brought in every month. These include stray animals, abandoned pets found on the street or surrendered by their owners (SPCA, 2016). Siew Tuck Wah (2017), President of Save Our Street Dogs, has also remarked that "We also require a mindset change about how we think about our pets, our environment and the stray animals around us. This can only be done if the majority of Singaporeans begin to care for animals. Education is key and it begins with our young." . Having read these articles, it was clear that the issue of animal welfare was a tough yet important one to tackle. It was evident that animal welfare is not just confined within teaching the harmful effects of animal abuse, but also the imparting of skills and knowledge on proper pet care.

1.2 Objectives

Our objectives were to educate lower primary school students about animal welfare, and to raise awareness about the Society for the Prevention of Cruelty to Animals (SPCA).

1.3 Target audience

Our target audience was primary 1 to 4 students as we wanted to develop an understanding and raise awareness for animal welfare while they are young so that the future generation can be more loving towards animals.

1.4 Resources

Our resource package included a tour through SPCA, a classroom session with slides, an Amazing Race, a flipbook, a word search and a crossword puzzle. These resources were selected through a poll to understand what resources our target audience would prefer to complement the SPCA visit and the classroom sessions, the main resource of our resource package. We chose the top four most popular choices, as shown in Fig. 1.4.1.

Which of these resources would you be most interested in? (Please choose up to 4)

48 responses

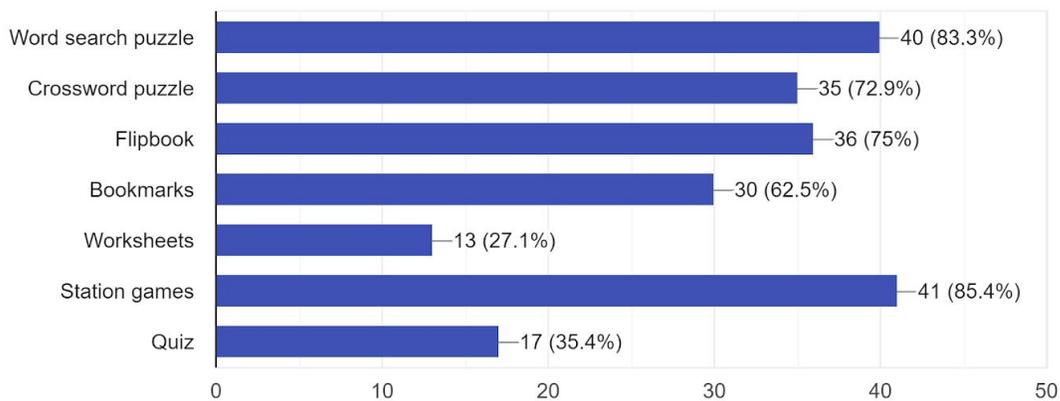


Fig 1.4.1. **Preference for resources on trail.** Conducted via Google Forms with 48 respondents.

(Link to Google form:

https://docs.google.com/forms/d/1Rkpu__hCiK4hlgVcza7RJ2sEdWIMFbid-FcTOtyLeKw/edit#responses)

2 Review of existing products

To further ascertain the need for a resource package for facilitating interest in animal welfare, we also evaluated the current products available to find their limitations.

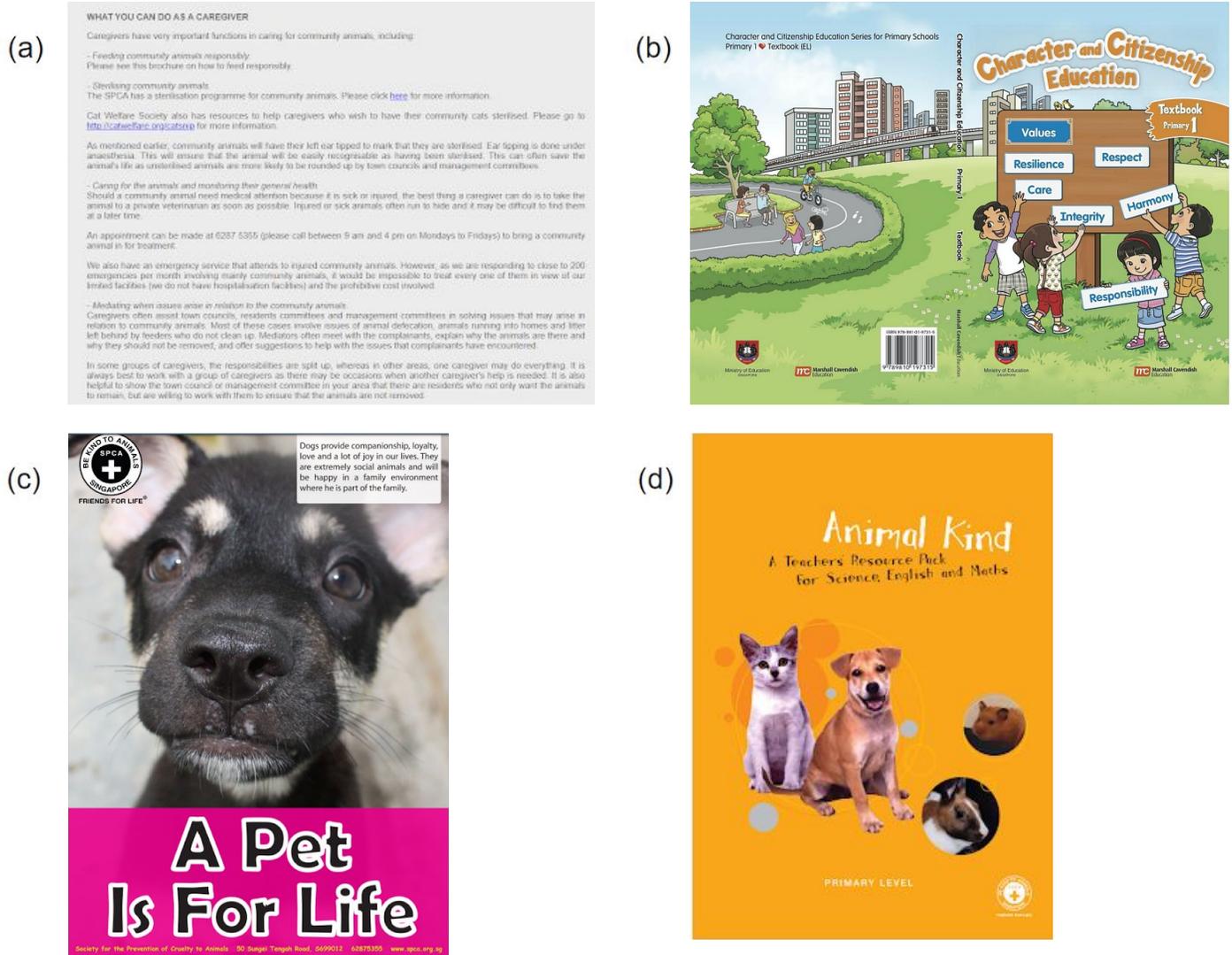


Fig 2.1. **Current products.** The reviewed products were the official SPCA website (a), the Character and Citizenship Education (CCE) Textbook (b), a brochure from the SPCA (c) and the SPCA Animal Kind Book (d).

The SPCA website (Fig. 2.1a) was too wordy and uninteractive. Since the SPCA Website did not target primary school students, our target audience might have found it difficult to understand the complex terms in this resource.

As for the CCE textbook (Fig. 2.1b), despite the Ministry of Education's plans to include animal welfare into the curriculum, we found that it was extremely inconsistent as animal welfare was not taught at all in some levels for CCE (Ministry Of Education, Character and Citizenship Education Syllabus (Primary), 2014). It only covered one aspect of animal welfare -- animal care and handling, without talking about animal abuse or stray animals. Therefore, the limited coverage on animal welfare made it difficult for children to retain information about animal welfare.

The brochure (Fig. 2.1c) made by SPCA was focused on spreading awareness of animal welfare, and had little information about animal welfare knowledge and skills.

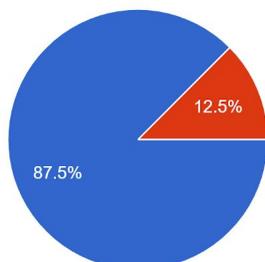
The Animal Kind Book by SPCA (Fig. 2.1d) was also too subject-centric and had inadequate testing of animal welfare knowledge.

3 Methodology

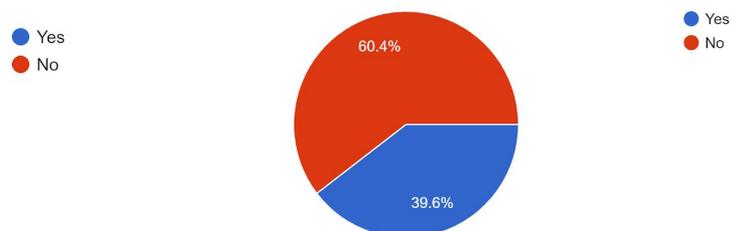
3.1 Needs analysis

We conducted our own survey with 48 Primary 1-4 students via Google Forms to evaluate their knowledge of animal welfare and hence ascertain the need for our project. Here are the results:

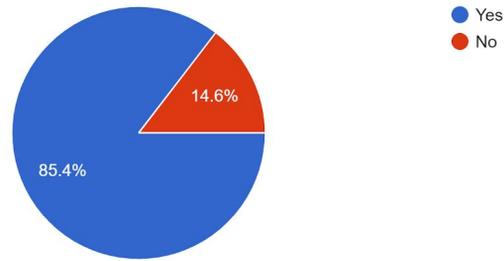
(a) Do you want to learn about animal welfare?
48 responses



(b) Do you know about the Society for Prevention of Cruelty to Animals (SPCA)?
48 responses



(c) Do you want to own a pet in the future?
48 responses



(d)

Score	0/10	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	Total
No. of students	9	6	9	9	5	7	2	0	1	0	0	48

Fig 3.1.1. Interest and knowledge of animal welfare in Singapore among primary 1-4 children. Level of interest in animal welfare was evaluated (a), indicating strong interest among target audience to learn more about animal welfare. In evaluating respondent's knowledge of animal welfare organisations (b), many were not aware about animal welfare organisations. When asked with whether they desired owning a pet in future (c), many were interested in owning one, highlighting the importance of imparting animal welfare knowledge. Knowledge of animal welfare was evaluated in (d), where respondents were asked with the do's and don'ts of common pets (e.g. dogs and cats), many were unable to answer majority of questions correctly, indicating a lack of knowledge towards animal welfare. Conducted via Google Forms with 48 respondents.

(Link to Google form:

https://docs.google.com/forms/d/1Rkpu__hCiK4hlgVcza7RJ2sEdWIMFbid-FcTOtyLeKw/edit#responses)

Of the respondents to the survey, 87.5% wanted to learn more about animal welfare (see Fig. 3.1.1a), 60.4% of the respondents did not know about the Society for Prevention of Cruelty to Animals (Fig. 3.1.1b), 85.4% of the respondents planned on owning a pet in future (Fig. 3.1.1c), highlighting the importance of animal welfare knowledge and 80% failed a short quiz about the do's and don'ts of common pets, such as dogs and cats (Fig. 3.1.1d).

3.2 Development of resources

Based on the limitations that we had identified in the current products available, we have come up with our own resource package to help facilitate interest toward animal welfare organisations and raise awareness of animal welfare among primary school students.

(a)



(b)

Project Symponia Crossword Puzzle
 Hope you enjoyed the trip and classroom session! Let's do this crossword puzzle!

Name: _____

Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

1. Ensure you buy a _____ box if you have a pet cat (**litter**)
5. If your pet looks unwell, bring it to a v. _____ (**vet**)
6. After buying a pet, you must obtain a _____ (**license**)
7. A "stray" animal is also known as a _____ animal (**community**)
10. SPCA stands for Society for the Prevention of _____ to Animals (**cruelty**)
11. A cat should not play with _____ (**yarn**)

Vertical

2. A sterilised community animal usually has a _____ behind their ear (**tattoo**)
3. You should clean a hamster's cage once a _____ (**week**)
4. A purebred animal is also known as a _____ (**pedigree**)
8. When witnessing animal cruelty, you should call the police and _____ (**spca**)
9. The 2 ways to get a pet is adoption and _____ (**buying**)

(c)

MAKE YOUR OWN WORKSHEETS ONLINE @ WWW.ATOTECHEACHERSTUFF.COM

NAME: _____ DATE: _____

Project Symponia Word Search Puzzle

R X S K C R U E L T Y C L J M	KINDNESS	VETERINARIAN
U N P I P V U I I H E O E A Z	CRUELTY	
U Z C N G A U O S K I M A B N	ABUSE	
G A A D C C E I T U Q M S D K	ADOPTION	
C S A N H C F I E J H U H Z M	COMMUNITY	
V E T E R I N A R I A N T I G	VACCINATION	
V P K S D N R M I W I I R L S	SPCA	
N R D S Y A A N L O P T A I A	LICENSE	
T O C V N T O T I D E Y I C F	PEDIGREE	
M V O L D I O Q S W D Z N E E	SAFETY	
N O P W T O A C A H I U I N T	PROVOKE	
M K J P X N B P T C G S N S Y	FISH	
A E O X E E U Q I T R M G E R	STERILISATION	
I D Q B F H S Z O R E Z S S I	LEASH	
A E M R G X E M N E E H O W R	TRAINING	

2020 Animals [Image] Available at [Accessed 25 May 2020]

(d)

Project Symponia Flipbook P1-2

In support of
 Society for the Prevention of Cruelty to Animals (SPCA)

(e)

Project Symponia Amazing Race

General instructions:

1. Students are to be split into 5 groups
2. 1-2 ICs to take care of each group
3. After each station, clues to be given to indicate the location of the next station
4. Students are to guess the next station using the clues and a list of 10 locations (4 of which are not stations at all)
5. ICs to bring the students to each of their stations
6. ICs to record how many wrong guesses each group takes to guess the location correctly. For every wrong guess, minus 3 points from the final score
7. After all stations are complete, groups are to proceed to the middle bridge, which is the finishing line (1°21'38.7"N 103°50'56.8"E)

List of 10 locations

1. Fitness area
2. Pavillion near McDonalds
3. Riverside gallery
4. South-east bridge
5. Playground
6. NParks office
7. Dog park
8. Public toilets
9. Canopy Garden Dining Restaurant
10. Foot reflexology@ Bishan Spa

Clues:

Station 1: Without me, you cannot go across. (South-east Bridge)

Station 2: A place for health, exercise and strength. (Fitness area)

Station 3: An area to view something which runs all day but never gets tired. (Riverside Gallery)

Station 4: A shelter near the famous golden arches (Pavillion near McDonalds)

Station 5: Swings and monuments with an easy way to the ground. What am I? (Playground)

Station 6: A park for the man's best friend to play. (Dog Park)

*Fig 3.2.1. **Resources in our resource package.** (a) is our classroom slides for the classroom session, (b) is a crossword puzzle, (c) is a word search puzzle, (d) is a flipbook for our target audience and (e) is a planning document for the Amazing race.*

We made educational slides (Fig. 3.2.1a) that were meant to be used during classroom sessions with our target audience to teach valuable information regarding animal welfare in an engaging and interactive way.

The word search (Fig. 3.2.1b) and the crossword puzzle (Fig. 3.2.1c) were simple and fun resources which helped students refresh their memory and recall information.

The flipbook (Fig. 3.2.1d) summarised key information that we had planned to teach in the classroom session in bulleted points. It was intended to be used in tandem with the classroom slides. The flipbook had exercises to keep the children engaged. For example, we left blanks for some points so that our target audience had something to work on along the trail. This way, they could better understand the information.

The Amazing race (Fig. 3.2.1e) was intended to provide a fun day of learning and recapping information learnt during the classroom session, through engaging activities specially catered towards the participants. It could not be carried out due to the COVID-19 situation. However, a sample plan was provided for future reference.

A tour through the SPCA campus was planned, but it had to be cancelled due to the COVID-19 situation.

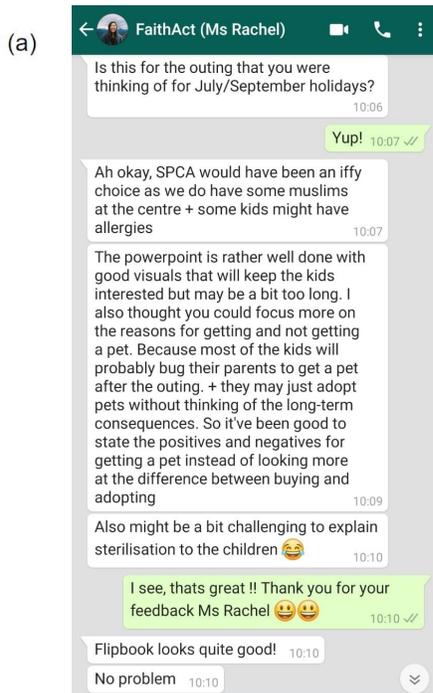
We created an archive for all our resources, which can be viewed here:

https://drive.google.com/drive/folders/1cF-6Hehw1FT2rQKaI3_j_EwlfhwtJosY?usp=sharing

3.3 Pilot test

Due to the COVID-19 situation, we were unable to carry out a physical pilot test with our target audience.

However, we have vetted our resources with SPCA and FaithActs, whose representatives have given invaluable advice and comments regarding the accuracy of information and its suitability for our target audience.



(b) SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS



Date: 17/08/2020

Dear Sir/Madam,

Re: Project Symponia

It gives me great pleasure to write this letter, highlighting the wonderful work of Kieren Tan (4P2), Zhang Shikang (4P2), Chester Wong (4A3) and Jonathan Heng (4A2).

This project has commenced from 21 January 2020, and Kieran and team have been liaising with me with regards to the resources for Project Symponia.

The resources sent to me were the classroom session slides and the flipbook. Having went through these resources, I found that the materials that the group has prepared were suitable for the target audience, which were primary school students.

The classroom session slides were both interesting and interactive. It was able to capture the target audience's attention through various learning techniques, such as questions, fun facts, statistics and videos. I believe the slides will be informative and educational for the target audience.

As for the flipbook, it was a suitable resource to complement the slides. The project members have introduced interesting methods such as acronyms to make it interesting. It also serves as a good reinforcement of the new knowledge acquired when going through the slides.

Overall, I can see that the students have put in their time and effort to make this project a success.

Please do not hesitate to call me at 6287 5355 ext 23 or email education@spca.org.sg if you require additional information.

Thank you.

Yours sincerely,

Tan Ee Rong
Education Officer

Fig 3.3.1. Vetting of resources with FaithActs and SPCA. (a) are comments from Ms Rachel Lee, Programme Assistant from FaithActs, while (b) are comments from Ms Tan Ee Rong, Education Officer from SPCA.

We were able to receive constructive feedback for our resources (Fig. 3.3.1). Ms Rachel Lee from FaithActs, commented that the visuals of the classroom slides were interesting and could capture a child's attention, while the flipbook was also able to complement the slides. Ms Tan Ee Rong from SPCA also commented that the resources were suitable and complemented each other well, and the learning techniques used in the resources enabled them to be informative and educational.

They also provided areas for improvement, such as how to explain complicated terms better for the children and how to present the information more concisely and accurately. With such feedback, we were able to refine our resources to make them more suitable for our target audience.

4 Outcomes and discussions

After obtaining feedback from SPCA and FaithActs, we fine-tuned our resources by simplifying certain sections of the flipbook, and added more videos to the classroom session slides to teach our target audience in a more engaging way.

However, there were still some limitations with our resources. For our main resource, the general feedback for the classroom slides was largely positive, although FaithActs did feedback that the content in the slides may be too much for the students. Apart from animal welfare, the organisation also suggested that we could broaden our objectives to help primary school students make more informed decisions when it comes to getting a pet, so as to make the resource more impactful. Certain scientific terms such as vaccination and sterilisation were not explained well enough. The Amazing race may also be unable to host a large group of students due to the scale of the event.

If this project could be done again under the same circumstances, we would create more interactive online resources such as virtual tours that allow our target audience to have a more immersive experience. We would conduct an online pilot test with the

target audience to gain further feedback for the improvement of such resources. We would also broaden our scope of animal welfare topics covered to include topics such as how to train a pet as well as specialised care for pets of different breeds.

5 Conclusion

Project Symponia was an eye-opening experience for us. We met many challenges over the course of the project, especially due to the COVID-19 situation. Communication was also difficult as we could only meet up via online meetings. In planning for the event, we had to plan the logistics and ensure that the games were fun and safe for our target audience. Finishing work as early as possible was also vital for having sufficient time to manage the project and other responsibilities. We also learnt the importance of compromising when we have disagreements during discussions.

6 Acknowledgements

We would like to thank the following people, without whom this project would not have succeeded:

FaithActs' person-in-charge for the KidsLeap programme, Ms Rachel Lee for providing feedback on the suitability of our resources for a P1-4 target audience.

Dr Huang, for her invaluable support and guidance during the course of the project. Her invaluable feedback was necessary for us to improve and perfect our project.

SPCA's education officer, Ms Tan Ee Rong, for her advice and constructive feedback to improve our resources to better suit our target audience.

Project Athena, for helping us contact their beneficiary, FaithActs, even though we did not manage to carry out the activities.

7 References

Adopter-Adoptee Matching Programme. (n.d.). Retrieved May 02, 2020, from http://www.spca.org.sg/services_adoption_matching.asp

Baker, J. A. (2017, November 28). Dogs dragged to their death, starved and abused: The rising number of animal cruelty reports. Retrieved from <https://www.channelnewsasia.com/news/singapore/dogs-dragged-to-their-death-starved-and-abused-the-rising-number-9372880>

Ministry of Education. (2014). Character and Citizenship Education Syllabus (Primary) [Ebook]. Retrieved 6 August 2020.

Lee, P. (2014, Jan 02). New character and citizenship education textbooks launched in schools. Retrieved 8 March 2020, from <https://www.straitstimes.com/singapore/new-character-and-citizenship-education-textbooks-launched-in-schools>

SPCA Singapore : Brochures and Leaflets. (2015). Retrieved 11 February 2020, from http://www.spca.org.sg/petcare_download.asp

Tan, A. (2017, December 21). Joint effort to manage stray dog population in Singapore. Retrieved from <https://www.straitstimes.com/singapore/environment/joint-effort-to-manage-stray-dog-population-in-singapore>