

Project Frontida

7-28

Single-Year

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Contents Page:

Section I: Overview

3

- a. Area Of Concern
- b. Challenges Identified
- c. Underlying Problem
- d. Plan of Action

Section II: Implementation of Action Plan

6

- a. Actions and Outcomes to date
- b. Challenges faced

Section III: Scope Of Impact

9

- a. Accomplishments
- b. Reflections

Section I: Overview

a. Area of concern

A lack of interaction with the student's family caused a decline in holistic values as they have a lack of strong bonds with their parents, nobody to confide in and a lack of guidance within the household

Although the center does initiate their own activities to resolve this issue, the center manager also felt that holistic development is insufficient thus making it our aim to aid in the holistic development of the students in the center.

We were also concerned with the children having little self confidence especially with the use of social media becoming more prevalent. The Selfie Syndrome has become a common sight among teens and even children at the age of 12, which is the obsessive compulsive desire to take photos of oneself and post them on social media as a way to make up for the lack of self-esteem. (Shwartz, 2017)

b. Challenges identified

Most of the students have both parents who are working, some of them are from single-parent families and also a few from dysfunctional families. We are unable to acquire the exact data on how many families like those stated above are present. This is due to concerns about the children's privacy. However, the centre manager has mentioned the presence of such families among the beneficiaries in our meetings.

The students within the student care center have been identified as acting in a way to impress their friends rather than expressing themselves naturally. With the students there being aged from 6-12, more often than not, they would lack the self discipline and are oftentimes seen as being unable to perceive empathy and sympathy.

We feel that these are necessary values to impart on these students especially at a young age and we also have the centre manager at the time request for us to impart the values of empathy, self-confidence, gratitude, resilience and self-discipline.

c. Underlying Problem

Given that the students may be lacking in holistic development due to the limited time they are able to spend with their parents, how might we be able to assist the centre and the families in developing the children holistically in various aspects of their values such as resilience, self-confidence, empathy, self-discipline and gratitude.

d. Plan of action

Initially, we planned to conduct activities over a period of time in the form fortnightly virtual and physical sessions. We also had more regular sessions, as well as excursions planned for the June Holiday. The heightened COVID-19 restrictions rendered us unable to carry out many activities in person. Virtual sessions were also not possible as close to zero children attended the student care during our project period. Therefore, we could not carry out our initial plans due to the unpredictable developments of the COVID-19 pandemic

We had drafted up 2 different proposals, to be used situationally in light of the pandemic. The first proposal was in the event that restrictions were lifted back to phase 3, where small outings and physical activities were allowed. The second proposal, which is in place now, was that we create resource packages for the center. These lesson packages would be conducted by either us or the center managers.

Our group made videos, slides and planned interactive activities in the package and organised it in a Google Drive for the center to use in the future and also purchased items to aid in their development.

Section II: Implementation of action plan

a. Actions carried out to date

Date	Description	Objectives met
Dec-2020	Formation of the group	-
Jan-2021	<ol style="list-style-type: none">1. Decision to do a SECDC SL project group2. Meet up with mentor	Found a mentor
Feb-2021	<ol style="list-style-type: none">1. Induction session by SECDC2. Received our beneficiary3. Virtual Meet with beneficiary4. Research on AOC and identifying UP5. Drafting of initial proposal (for march & april)<ol style="list-style-type: none">a. Arrangement of session time and dateb. Planning and structuring lesson curriculums (for the project)c. Organising possible logistics	Identify direction of project
March-2021	<ol style="list-style-type: none">1. Completion and submission of initial proposal2. Physical session with Morning Star Primavera Childcare Centre	Laying groundwork for activities to come Icebreakers
April-2021	<ol style="list-style-type: none">1. Proposal Evaluation2. Virtual session (icebreakers) & physical session (self confidence)	Icebreakers Self Confidence

	<ol style="list-style-type: none"> 3. Drafting of proposal for May & June Holidays <ol style="list-style-type: none"> a. Physical and virtual sessions with our lesson packages b. Outing to Science centre c. "Fun" sessions 	
May/June-2021	<ol style="list-style-type: none"> 1. Review of planned activities in light of new government COVID restrictions 2. Drafting new proposals <ol style="list-style-type: none"> a. Changing the way the project is carried out (changed to resource package) b. Trying to arrange sessions wherever possible (july) 3. Pitching to SECDC for budget 4. Approval of SECDC budget 5. Brainstorming and creating the curriculum for lesson resource packages 	<p>Redirection of project</p> <p>Overcoming restrictions</p> <p>Creation of resources and materials</p>
July/Aug-2021	<ol style="list-style-type: none"> 1. Initially, we wanted to host virtual or even physical sessions with the center again, but again, our plans were foiled by the rise in community cases. The center closed for deep cleaning, cancelling our initial arrangement for a session in early July 2. Finalised and touched up on our resource packages, added instructions to guide center managers to use the packages better in the future 3. Final evaluation 	<p>Finalising and organising the project resources</p>

b. Challenges faced

Identifying a suitable Area of Concern and Underlying Problem. Our group was given the beneficiary by SECDC, thus we did not go through the same process as other SL groups. We got a beneficiary before finding the objective of our project. Our beneficiary did not have an obvious issue. In fact, there seemed to be nothing we could do. One of the only things we could help with was on hold due to the pandemic. (CARENIGHTS_{TM}). We eventually managed to come up with a decent AOC and UP in (Section I)

The biggest challenge we faced was the COVID-19 outbreak. As aforementioned, we were unable to conduct face to face activities or even online activities due to the center closing down. Most of our planned activities had to be converted to resource packages

Another challenge was varying timetables within the group. The center was only open on weekdays therefore weekend sessions were not possible. Our CCAs affected how we planned out our activities as it forced us to have to hold our sessions on Tuesdays where our classes ended late. With the travel time taken into consideration we were only able to spend about 1-2 hours with them

Section III: Scope of Impact

a. Accomplishments

Due to the COVID-19 Pandemic, we were unable to hold sessions both online and physically. The children in the centre were strongly encouraged to stay home and not come to the centre. Therefore, until today, we were only able to hold 2 physical sessions and 2 more online sessions that helped us know the children better.

We have impacted a total of **27 students** from the childcare centre over **4 hours** of interaction. Our activities were well received by the children as they seemed pretty happy after the lesson activities. The project manager also mentioned that “The activities planned were engaging and easy for the kids to follow”.

b. Reflections

We felt that it is really a pity that COVID-19 was extremely detrimental to our progress. Even though we had thoroughly prepared materials for various sessions and activities, COVID-19 prevented us from implementing them. The project came with a lot more challenges than we thought it would with us being not really able to easily come up with an area of concern that we wanted to address. It took us much longer than we had anticipated to do so and even then it was considered not significant enough.

While researching and brainstorming about coming up with the materials to use, we also learnt about what we want to teach on a deeper level. In a way, we learnt what we want to teach. From this project, we have learnt how to interact with people more efficiently and work around problems, such as COVID-19. Communication with the centre manager was essential as we needed to find time slots that accommodate everyone.

We had thought that it would be easy interacting, as we were just a few years older than the primary school students. However, we soon realised that it was a little more challenging to interact with them than we had thought. These few years in age difference was already enough to build a barrier between us and the children. It was really difficult to go up to them and interact with them as most of us were a little shy, but we are glad that it worked out and we were able to start talking and interacting with each other.

c. Scope of Impact

i. Community Impact

Our project did not really involve raising awareness, thus there is little community impact

Beneficiary Impact: Through interactive activities and structured lesson packages, we encouraged young primary school children to speak up more often and reflect on their behaviour. Across 2 physical and 2 virtual sessions, we managed to interact with 27 students, hopefully having a positive impact on them.

From the few sessions that we held with the children, we were happy to see them speaking up more often about their own thoughts and experiences during our sharings. At the third session, we were still a little awkward but the children were gradually able to answer our questions from the presentation and try to interact with us. We are also hoping to hold more

sessions when the COVID situation is more stable, so that we can share with them more ways to destress and take care of their mental health.

We created resources to inculcate the values of self-discipline, self-confidence, empathy and sympathy, resilience and gratitude along with some ice breaker games that future volunteers can use. These resource packages have detailed instructions with informative slides and interactive activities to engage the students in meaningful sessions. They are also age targeted (upper primary and lower primary) to ensure that the students are able to absorb as much information as possible.

Resolution of UP/AOC: Given that we have identified that students may be lacking holistic development and values, we have created informative and interactive resource packages with clear instructions for center managers to impart the values to the students. Furthermore, these packages can be used outside of the Primavera center for Morning Star, to enrich other students at St. Gabriel's and other centers. Despite the COVID-19 restrictions, we are fortunate to have a chance at positively impacting the student's holistic development and values. Volunteers at the center can use the slides that were made by us to educate the students and will not have to trouble themselves with making new resources. Therefore making the process of imparting holistic values easier.

d. References

Shwartz, A. (2017, September 20). *Our kids are losing their empathy & technology has a lot to do with it.* Medium.

<https://medium.com/@alonshwartz/our-kids-are-losing-their-empathy-technology-has-a-lot-to-do-with-it-7f18f2654a7f>.