

Project Decode

Group 7-38

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Single-Year

Project Decode - Written Report

Section 1: Overview

A. Area of Concern

In Singapore, around 4 to 10 percent of children are dyslexic. However, there seems to be a lack of awareness of dyslexia among Singaporeans (Sandhu, 2017). Pre-school educators narrow their focus to coaching children with dyslexia in reading and writing skills and tend to overlook other areas in which these students may be gifted (DAS, n.d.). These twice-exceptional (2e) students may begin to develop low self-esteem despite being acutely aware of their significant abilities in areas that remain ungrounded (Sundar, 2021). Furthermore, children with dyslexia are more likely to encounter a range of social and emotional difficulties such as feelings of anxiety, depression and low self-esteem (Lee, 2017), and display delinquent-like behaviour compared to non-dyslexic children (Singh N. et al, 2015).

B. Challenges Identified

We have identified three problems we aim to address:

1. Lack of awareness about dyslexia
2. Lack of funds and manpower for DAS
3. Children with dyslexia being unable to achieve their full potential due to low confidence and discrimination or insufficient identification

C. Underlying problem

Given that there is a lack of awareness about dyslexia in Singapore resulting in discrimination and misunderstandings of people with dyslexia, how might we raise awareness and promote interaction with people with dyslexia to reduce discrimination and promote understanding to support their development to reach their full potential in 2021 and beyond?

D. Plan of action

We developed a three-pronged approach to tackle our UP.

1. Awareness

Through awareness campaigns, we hoped to raise awareness about dyslexia via frequent social media posts about dyslexia and how to assist people with dyslexia, and also via awareness talks by DAS with members of the public.

2. Fundraising

Through our fundraising campaigns, we hoped to raise funds for low-income bursary students at DAS to cushion their intervention fees through school-based and online fundraisers like food sales and giving.sg.

3. Interaction

Through interaction sessions, we hoped to bring the joy of learning to the children and boost their confidence, allowing them to explore their areas of interest, thus inspiring them to further their passions to achieve their full potential.

Section 2: Implementation of Action Plan

A. Actions and Outcomes to date

Month	Action	Objective
January - April	<ul style="list-style-type: none"> ● Conducted background research regarding the plight of people with Dyslexia ● Established contact with relevant personnel at DAS ● Set up social media accounts 	Background research + Build foundation for communication
May - June	<ul style="list-style-type: none"> ● Planned Science, Graph Theory, and photography workshops ● Planned awareness talk ● Successfully applied for 1600SGD Youth For Causes (YFC) grant and project ● Set up giving.sg page ● Prepared >30 posters for social media campaign 	Planning phase
July	<ul style="list-style-type: none"> ● Awareness talk (1 July) <ul style="list-style-type: none"> ■ Participants: 18 ■ Introduced dyslexia and difficulties faced by those with dyslexia. ● Science workshop (24 July) <ul style="list-style-type: none"> ■ Participants: P4-P6 students (15 participants) ■ Duration: 3h ■ Content: Acid-base reactions, rate of reaction, forces (frictional, normal, centrifugal). ● Graph theory workshop (31 July) <ul style="list-style-type: none"> ■ Participants: P5-P6 students (7 participants) ■ Duration: 2.5h 	Interaction to understand children with dyslexia + fundraising

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Content: Types, properties, applications of graphs and interesting graph theory problems for participants to try ● Giving.sg <ul style="list-style-type: none"> ■ Raised \$190 from three donors 	
August	<ul style="list-style-type: none"> ● Dyslexia Course: <ul style="list-style-type: none"> ○ Month-long course by DAS to understand dyslexia better ● Photography workshop on 10 August: <ul style="list-style-type: none"> ■ Participants: P4-P6 students (35 participants) ■ Duration: 2 sessions, 1.5h each ■ Content: How to take good photos, inspire them to pursue areas of interest. ● Food sales: <ul style="list-style-type: none"> ■ 57 cookies and 48 doughnuts sold to HCI students ■ Income of \$218.70 ■ Profit of \$74.80 (80 ¢ per cookie and 70 ¢ per doughnut) 	

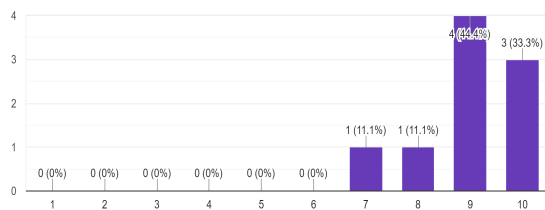
Section 3: Scope of Impact

A. Accomplishments & Impact

Through our Science, Graph Theory, and photography workshops, we have impacted over 57 children with dyslexia over a combined 55 hours of interaction, helping them to explore their areas of interest and inspiring them to pursue their passions. The below surveys reflect this:

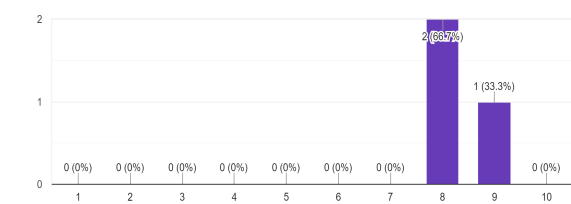
1: Strongly disagree 10: Strongly agree

I want to learn more about the science concepts covered
9 responses



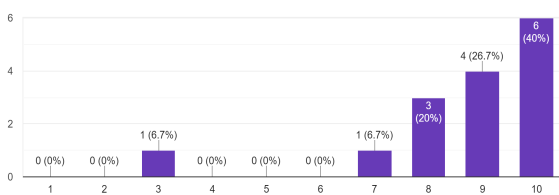
Science workshop survey

I want to learn more about the graph theory concepts covered
3 responses

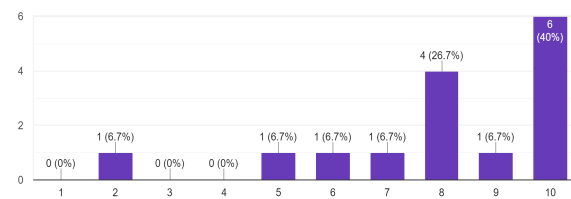


Graph Theory workshop survey

I want to continue exploring photography
15 responses



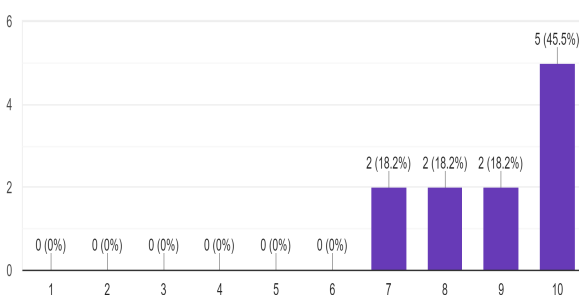
The workshop deepened my interest in photography
15 responses



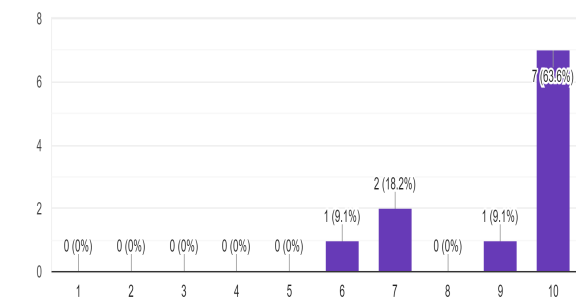
Photography workshop survey

Our online resources were relatively well-received by the public, garnering over 116 likes on social media platforms. Through our awareness talk, we reached out to 18 people, sharing how we can support people with dyslexia and work towards a dyslexia-friendly society.

I have learned more about dyslexia through this talk
11 responses

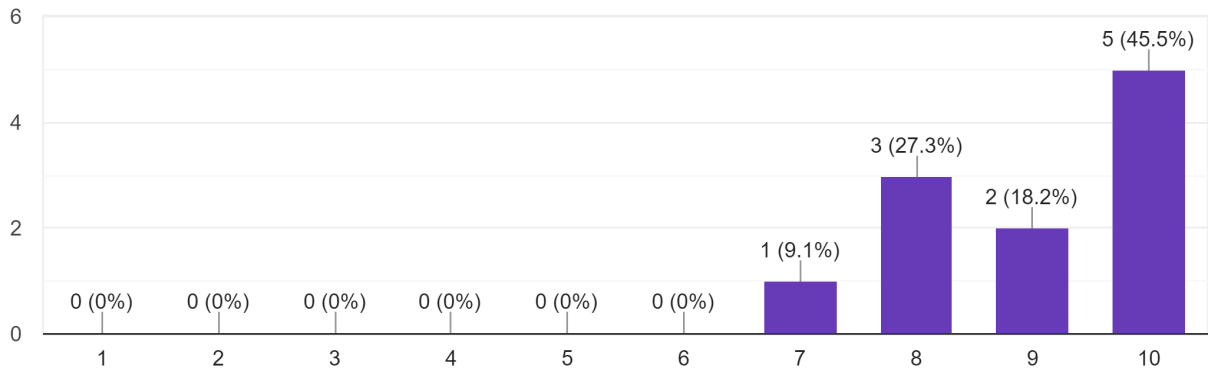


I am more aware of the difficulties faced by people with dyslexia.
11 responses



I want to offer a helping hand and be more understanding when I meet someone with dyslexia.

11 responses



We raised \$1864.80 for DAS through the YFC fund, school-based fundraisers and an online fundraising campaign on giving.sg. These funds will be used to assist low-income bursary students at DAS by cushioning their intervention fees for dyslexia, ensuring that more children with dyslexia are able to get appropriate assistance.

B. Reflections

We are grateful for the opportunity to interact with children with dyslexia and understand the difficulties that they face. While it was evident from our interactions that many of the children faced reading and writing difficulties, it was also eye-opening to see how they have coped with these challenges, and how they are, in many areas, equally or more competent than we are. Through the course of the workshops, many participants were able to easily grasp Scientific, Mathematical, and artistic concepts and at times even asked insightful questions that momentarily stumped us. As such, what we gathered from our interactions was that these individuals with dyslexia are just as capable as any of us, and should not be slighted due to a genetic predisposition, but instead be accepted as part of our society.

When planning our interaction sessions, awareness talk, and fundraisers, one of the main logistical challenges was SMM measures implemented due to COVID-19. We were unable to conduct physical interaction workshops, making it difficult to plan how to interact with and engage participants throughout workshops using digital means,

pushing us to get creative with videos and quizzes to keep them entertained. Similarly, for fundraisers, we were unable to large scale events, minimising our sales. As such, we resorted to fundraisers within school and online to help DAS. Furthermore, enhanced and concise communication between our group members was imperative for the organisation of such initiatives, and differing views and opinions regarding initiatives were, though numerous, sorted out quickly and effectively.

Finding ways to overcome the restrictions COVID-19 has been challenging and allowed us to appreciate the difficulties our beneficiaries faced during this tough period. Hence, we are heartened to be able to overcome the restrictions to some extent to bring new opportunities to them, while encouraging them to grow their confidence.

Resolution of UP:

Given that we have identified that children with dyslexia often have unfulfilled potential due to a lack of awareness regarding how to adequately assist them, we have raised awareness to build a dyslexia-friendly society to an estimated 37 members of the public. Furthermore, our interactive sessions and resources have allowed us to empower the dyslexia community as we encouraged them to explore their areas of interest. Despite the COVID-19 restrictions, we are heartened to have contributed to the efforts that aim to build a dyslexia-friendly society.

Future plans to ensure sustainability

The groundworks have already been established with the relevant personal at DAS, i.e. workshop head of main workshop centre at Bishan and head of fundraising for the DAS, allowing for ease of continuity for interactive sessions in 2021 and beyond.

Section 4: References

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Singh N.(2015) EMOTIONAL DISTURBANCES AND DISCRIMINATION EXPERIENCED BY DYSLEXIC CHILDREN. Retrieved 15 March 2021 from

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<https://www.straitstimes.com/singapore/education/dyslexic-children-at-higher-risk-of-developing-social-emotional-problems-moe>