

## PROJECT EVALUATION REPORT

<b>Applicant</b>	Singapore University of Technology and Design
<b>Project Title</b>	Freshmen Orientation Camp 2019
<b>Project Date</b>	15 - 18 May 2019

### I. Meeting Objectives

1. State the proposed objectives of the project, and how these objectives were achieved through the project.

<u>Proposed Objectives</u>	<u>How Objectives Were Achieved</u>
<p>.1. Promote social interaction and friendship among local immigrants and foreigners.</p> <p>2. Encourage understanding of Singapore Society.</p> <p>3. Connect immigrants (naturalised citizens, permanent residents) and/or foreigners to Singapore</p> <p>4. Promote positive attitudes toward integration. (e.g develops cross-cultural competencies, promotes an appreciation of cultural diversity)</p>	<p>.Objective 1:</p> <p>1. House Interaction + Mass Dance:</p> <ul style="list-style-type: none"><li>• An allocated time slot for higher quality bonding session amongst the orientation groups as well as within their house.</li><li>• OGLs are encouraged to take extra initiative to ensure the integration of international students into their new group of friends.</li></ul> <p>2. Nightwalk+ Treasure Hunt+ PreWet</p> <p>Mass Game Construction Phase I</p> <ul style="list-style-type: none"><li>• Wet Mass Game forges friendships as the team must work together to build a combined fort with materials given, and travel in cardboard "vehicles" to sabotage other forts.</li><li>• Teamwork is highly emphasised here as each have their own individual roles, working together to accomplish the mission.</li></ul> <p>3. Amazing Race</p> <ul style="list-style-type: none"><li>• Encourage mutual understanding between locals and international students. As we journey through various iconic landmarks in Singapore – Stadium, Marina Bay Sands and Fort Canning Park – international students can explore these</li></ul>

	<p>new places guided by the locals while the local students can appreciate these landmarks better.</p> <p>4. House Interaction+ Mass Dance</p> <ul style="list-style-type: none"> <li>• An allocated time slot for higher quality bonding session amongst the orientation groups as well as within their house.</li> </ul> <p>5. Matriculation</p> <ul style="list-style-type: none"> <li>• Orientation groups are arranged to ensure good mix between genders and nationalities (Singaporeans and international students).</li> <li>• The OGLs are to take care of freshmore students' wellbeing which includes easing the international students' transition in various icebreakers and team bonding games</li> </ul> <p>Objective 2:</p> <p>1. Dry Station Games</p> <ul style="list-style-type: none"> <li>• Promote and encourage friendship between students, with a select few focused on familiarising with social norms and practices, such as Laundry Toss – in Singapore, many HDBs use laundry poles to dry their clothes. As such, this game is to place a fun twist on familiarising international students with social practices as they try to hang clothes on the laundry line from a distance, using only their legs to “toss” the clothes.</li> </ul> <p>2. Amazing Race:</p> <ul style="list-style-type: none"> <li>• Activities that would showcase local culture further to students would be Food Snaps – points will be allocated for the most food that are ordered/taken a picture of with different racial/national origin. Serves to familiarise with social norms and cultures. Ordering Food in Local Language – get a international student to order food at the hawker centre in a local language he/she doesn't know, e.g. Chinese/</li> </ul>
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	<p>Malay/ Tamil.Encourages mutual understanding between locals and international students.</p> <ul style="list-style-type: none"> <li>• Let the Past not be Past – encourages social interaction between locals and international students as they find as many places in Singapore and find out what they look like in the past. (e.g. Singapore River, 1960s vs now)</li> </ul> <p>Objective 3:</p> <ol style="list-style-type: none"> <li>1. International Students go to ICA together with the provided bus <ul style="list-style-type: none"> <li>• Direct international students will set off to ICA together accompanied by a few seniors.</li> </ul> </li> <li>2. International students will deal with admin matters to collect their student pass <ul style="list-style-type: none"> <li>• Seniors will assist international students throughout the duration (which includes, but not limited to, taking new picture and photocopying of documents)</li> <li>• Seniors will help to bridge any potential language barrier.</li> </ul> </li> <li>3. Lunch at nearby Kopitiam and Groceries/toiletries shopping / Travel back to SUTD <ul style="list-style-type: none"> <li>• International students will be introduced to our local food and #OurHawkerCulture which would ease their transition to Singapore before orientation starts.</li> </ul> </li> <li>4. Dinner + Wash Up + Distribution of Time Capsule Letter <ul style="list-style-type: none"> <li>• Inculcate sense of belonging within the students.</li> <li>• Reflect on their journey in Singapore as an international student.</li> </ul> </li> <li>5. OG InteractionLearn + CheersHouse+ Interaction</li> </ol>
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	<ul style="list-style-type: none"> <li>• An allocated time slot for higher quality bonding session amongst the orientation groups as well as within their house.</li> <li>• This can be ensured through meaningful icebreakers such as:</li> <li>• Orientation group is split into smaller groups with a good mix between local and international students. They are supposed to find 3 things that are common amongst them and share these with the rest of the group. It would promote a sense of belonging especially for the international students.</li> </ul> <p>Objective 4 :</p> <p>1. Nightwalk + Treasure Hunt + PreWet</p> <p>Mass Game Construction Phase I</p> <ul style="list-style-type: none"> <li>• Wet Mass Game forges friendships as the team must work together to build a combined fort with materials given, and travel in cardboard “vehicles” to sabotage other forts.</li> </ul> <p>cardboard “vehicles” to sabotage other forts.</p> <ul style="list-style-type: none"> <li>• Teamwork is highly emphasized here as each have their own individual roles, working together to accomplish the mission.</li> </ul> <p>2. Amazing Race</p> <ul style="list-style-type: none"> <li>• One of the Amazing Race games would be “Traditional Games” where participants are required to learn and play Singapore’s traditional games such as 5 Stones, Chapteh, and Eraser Game.</li> <li>• While the local students might be familiar with some of the games, this would be an opportunity for them to relive their childhood as well as introducing international students more about Singapore culture.</li> <li>• Game masters would be required to introduce the games’ origins &amp; histories.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Participants can then upload their group picture, together with their experience as the caption and #TogetherInSG and #NIC10</li> </ul>
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2. Were there any deviations from the objectives, budget, and timeline proposed during application? If so, please state reasons why and any difficulties encountered.

NIL

## II. Profile of Participants

3. Total participation (in numbers of individual participants):

397

4. Profile of participants by residency status:

Proportion	In Percentage (Total = 100%)
Local-born Singapore Citizens	70
Immigrants (Permanent Residents and naturalised Singapore citizens)	
Foreigners (e.g. Employment Pass holders, Work Permit holders, Long Term Visit Pass holders, international students)	30

5. General description of participants' profile (e.g. age group, ethnicity, occupation profiles, students, families, etc).

Age group: 17-23, a mix of local and foreign students

6. Please describe, if any, the level of collaborations/participation among organisations (i.e. new bonds, strengthening of links, etc).

Students forged new bonds through the games and interaction sessions. As our games are teamwork intensive, there was high level of collaboration.

### III. Integration Outcomes

7. On a scale of 1-5, where 1 = “Strongly Disagree” and 5 = “Strongly Agree”, please select the answer that best describes this project, for each of the following statements:

Statements	1	2	3	4	5
a) The programme gave participants opportunities to interact with people of different backgrounds and cultures (i.e. locals, immigrants and foreigners).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
b) The programme helped participants understand more about Singapore's common values, purpose and/or cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
c) After the programme, participants were more open to befriending people of different backgrounds and cultures (i.e. local, immigrants, foreigners).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
d) After the programme, participants felt a greater sense of belonging to Singapore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
e) After the programme, participants were more likely to contribute more actively to the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
f) After the programme, participants have a better understanding about practices or cultures different from their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
g) The programme helped participants better appreciate the shared commonalities between locals, immigrants and foreigners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>

Please provide examples and further comments, if any, on how the project achieved integration outcomes (not limited to those listed in 7(a) to 7(g)).

Please refer to question 1

#### IV. Response and Feedback

8. Please provide a summary of participant/audience response and feedback. You may use the appended template below. (See *Form 4 – Annex Feedback Form for survey template for participants*).



Summary Template  
for Audience Feedb.