

**RAFFLES INSTITUTION
PROJECT WORK 2017**

GROUP PROJECT PROPOSAL

Class: 18S06A Group: Team Mazer No of Times Submitted: 4 Date Submitted: 9 November 2017

Members: Zharfan (leader), Hannah, Zhi Zhi, Andy, Xiuhua

Task & Choice of Topic: Staying Safe in the Sunshine

Signature of PW Tutor: _____ Date: _____

	PROBLEM	What evidence do you have from <u>secondary</u> sources?	What other types of evidence do you need from <u>primary</u> sources to back up your secondary sources? How do you intend to obtain them? (Surveys: Where, when, who?) (Interviews: Who, when?) Craft the question to ask in order to obtain your required evidence.
1a)	<p><i>What is the situation/problem?</i></p> <p><i>Evidence(Statistics, trends, expert opinion) that shows the existence and severity/prevalence of the problem</i></p> <ul style="list-style-type: none"> Exposure to ultraviolet (UV) radiation is the leading cause of skin cancer,[1] 6th and 7th most common cancer amongst men and women respectively in Singapore. [2] (SEVERITY) Singapore is located on the equator. UV levels are higher closer to the equator. Closer to the equator, the sun's rays have a shorter distance to travel through the atmosphere and therefore 	<p>[1]http://www.skincancer.org/prevention/uva-and-uvb/landmark-research-links-melanoma-to-uv-radiation</p> <p>[2]https://www.nccs.com.sg/patientcare/whatiscancer/cancerStatistics/Pages/Home.aspx</p>	

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	<p>less of the harmful UV radiation can be absorbed by the atmosphere.[3] Hence Singapore has the highest risk of exposure to UV radiation. It has one of the highest average UV index scores [4] (SEVERITY)</p> <ul style="list-style-type: none"> Global phenomenon of climate change will decrease the Earth's ozone layer and allow increasing levels of UV radiation to penetrate the atmosphere. [5] (INCREASING PREVALENCE) 	<p>[3]http://www.who.int/uv/fag/whatisuv/en/index3.html</p> <p>[4]http://www.who.int/uv/intersunprogramme/activities/uv_index/en/index3.html</p> <p>[5]http://www.who.int/globalchange/climate/summary/en/index7.html</p>	
b)	<p><i>Why is there a need to solve this problem?/ What is the significance of the problem?</i></p> <p><i>Impact (short/long term, direct/indirect) on individuals/community/society</i></p> <p><i>Loss of critical advantages/benefits</i></p> <p>UV exposure is a direct cause to skin cancer:</p> <ul style="list-style-type: none"> National Cancer Center Singapore states under Causes and Risks, that skin cancer “is most common in the sun-exposed area” and “appears in sun-damaged skin”. It also mentioned that “Ultraviolet radiation from the sun is the most important risk factor of melanoma and Nonmelanoma Skin Cancer.”[1] Foreign sources (Cancer Council Australia) also confirm that exposure to UV radiation is the main factor that causes skin cells to become cancer cells. Almost all skin cancers (approximately 99% of non-melanoma skin cancers and 95% of melanoma) are caused by too much UV radiation from the sun [2] <p>Skin cancer incurs sufferings:</p> <ul style="list-style-type: none"> Melanoma and nonmelanoma skin cancers can be invasive. As well as growing across the surface of the skin, tumours can sometimes grow down through the layers of skin. If the tumour grows through the wall of a blood or lymph vessel, cancer cells 	<p>[1]https://www.nccs.com.sg/PatientCare/WhatisCancer/TypesofCancer/Pages/skin-cancer.aspx?p=/PatientCare</p> <p>[2]https://www.cancercouncil.com.au/63295/cancer-prevention/sun-protection/sun-protection-on-sport-and-recreation/sun-protection-information-for-sporting-groups/how-ultraviolet-uv-radiation-causes-skin-cancer/</p> <p>[3]http://www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer/how</p>	

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	can break off and spread to other parts of the body. [3]	-the-sun-and-uv-cause-cancer	
2	<p>What are the needs of the people facing this problem? <i>Ensure the target group defined is homogeneous</i> i) Explain why it is important/necessary urgent to deal with this target group; either:</p> <ul style="list-style-type: none"> - have they contributed extensively to the problem - have they been affected by the problem - can they significant influence on the problem <p>ii) state the relevant needs preferences characteristics of the target group that can be used to customize your solution for greater effectiveness</p> <p>Target group: Secondary school students (13-16 year old teenagers)</p> <p>Rationale: Damage caused by unprotected sun exposure in adolescence are latent risk for skin cancer in adulthood (especially melanoma, the most aggressive type of skin cancer).</p> <ul style="list-style-type: none"> - Epidemiological studies indicate that sunburns in prepubertal children are associated with an increased risk of melanoma later in life [1] - Besides UV-induced skin damage manifest in children, harmful longer-term effects occur, that are latent until later in adulthood. It is possible that sunlight exposure during childhood and adolescence confers a greater increase in risk of melanoma compared with risk incurred by exposure at older ages. [2][3] <p>Need/want to spend significant amount of time outdoors (forced due to PE or otherwise such as sports hobbies etc)</p> <ul style="list-style-type: none"> - Data about the amount of solar UV received by children and teenagers are relatively few but suggest that around 	<p>[1]https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3768291/</p> <p>[2]https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3409870/#R6</p> <p>[3]http://cebp.aacrjournals.org/content/16/5/</p>	<p><u>Online survey of the target group</u> rationale for target group:</p> <p>1. How many times a week do you go out in the sun for more than 20 minutes?</p> <p><input type="checkbox"/> Less than 2 times <input type="checkbox"/> 2 - 4 times <input type="checkbox"/> 5 - 7 times <input type="checkbox"/> More than 7 times</p> <p>2. Which activities contribute significantly to the time you spend in the sun? (Select all that apply)</p> <p><input type="checkbox"/> CCA <input type="checkbox"/> PE lessons <input type="checkbox"/> Leisure Activities <input type="checkbox"/> Others</p> <p>3. What forms of sun protection do you usually* practise? (Select all that apply) *usually = almost all the time when you are in the sun</p> <p><input type="checkbox"/> I do not have a habit of practising sun protection <input type="checkbox"/> Walking in the shade</p>

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	<p>40–50% of total UV to age 60 occurs before age 20.[2]</p> <ul style="list-style-type: none"> - Children/teenagers in Singapore spend 3.24/h a day outdoor. [4] - Various outdoor sports like jogging (ranked 1st), soccer (ranked 3rd) and cycling (ranked 9th) are among the top 15 regular sports teenagers (13-19 year old) do.[5] <p>Profile Traits: Teenagers are</p> <ul style="list-style-type: none"> - Dependent Usage of Mobile Phones <ul style="list-style-type: none"> - 97% of Singaporean youths (15-24) use smartphones while 99% of them use the internet.[6] - Using social networks, sending or receiving emails and instant messaging are the top 3 internet activities teenagers (15-24) do on mobile equipments.[6] - Competitive <ul style="list-style-type: none"> - Singaporeans are competitive: 6 in 10 included 'kiasu' in their top 10 perception of Singapore society. - According to a joint survey by aAdvantage Consulting Group & Barrett Values Centre, 57.7% out of 2000 Singaporean respondents have chosen Kiasu within their top 10 perceptions of Singapore society. 41.15% included the characteristic 'competitive,' while 32.65% included 'self-centred.' [7] 	<p>991.long</p> <p>[4]http://bj.o.bmj.com/content/93/8/997</p> <p>[5]https://www.sportsingapore.gov.sg/about-us/~media/corporate/files/about/publications/national%20sports%20participation%20survey%202011.pdf (page 23)</p> <p>[6]https://www.nyc.gov.sg/images/initiatives/resource/youthstatsinbrief/NYC_Ysib_FA_2016.pdf</p> <p>[7]http://www.aadvantage-consulting.sg/UploadedImages/files/NVA-Press-Release-Society.pdf</p>	<p>[] Wearing caps/sunglasses and/or umbrellas</p> <p>[] Wearing long-pants/long-sleeved shirt to cover up</p> <p>[] Wearing sunscreen</p>
3	<p>Why is it problem?</p> <p><i>Causes : identify and explain the reasons that give rise to the problem at hand</i></p> <p><i>Gaps: identify the missing factor in current measures that could have</i></p>		

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	<p><i>guaranteed success</i></p> <ul style="list-style-type: none"> - <i>Explain briefly what the current measures are</i> - <i>Explain how the missing factor caused current measures to be unsuccessful</i> <p><i>Causes + Gap factor that reinforced causes</i></p> <p>Current Measures:</p> <ul style="list-style-type: none"> - NEA provides the hourly UV Index [1] <p>Causes and Gaps in Current Measures:</p> <ul style="list-style-type: none"> - Apathy - Lack of Convenient Access - Lack of Reminders (gap) 	<p>[1]http://www.nea.gov.sg/weather-climate/weather-information/uvindex</p>	<p><u>Online Survey of target group</u></p> <p>Factors:</p> <p>4. Why do you not practise sun protection? (Select the last option if you practise sun protection. Otherwise, select up to 3).</p> <p><input type="checkbox"/> I do not remember to do so</p> <p><input type="checkbox"/> I do not care about sun protection</p> <p><input type="checkbox"/> I do not have sunscreen on hand</p> <p><input type="checkbox"/> I do not like the smell/texture of sunscreen</p> <p><input type="checkbox"/> I need to get more vitamin D</p> <p><input type="checkbox"/> I cannot use umbrella/wear wide-brimmed hat when engaging in outdoor activities</p> <p><input type="checkbox"/> It is too warm to wear long pants/long-sleeved shirts to cover myself in the sun</p> <p><input type="checkbox"/> I want a tan</p> <p><input type="checkbox"/> I practise sun protection</p> <p>Apathy:</p> <p>5. What are some of the effects of overexposure to UV rays? (indicate nil if you do not know any)</p> <p>_____</p>
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			<p>6. On a scale of 0-10 (with 10 being extremely important), how important do you think sun protection is?</p> <p>_____</p> <p>Lack of Reminders:</p> <p>7. How often do your teachers/coaches remind you to practise sun protection in school? (Select the most fitting option)</p> <p><input type="checkbox"/> At every outdoor session</p> <p><input type="checkbox"/> More than half the times we do outdoor activities but not always</p> <p><input type="checkbox"/> Half the times we do outdoor activities</p> <p><input type="checkbox"/> Less than half the times we do outdoor activities</p> <p><input type="checkbox"/> Never</p> <p>8. Do you check the ultraviolet index before you go outdoors on a regular basis? (*regular: almost every time before you go outdoor)</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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	SOLUTION		
4.	<p><i>What is the first approach to address the causes / gaps?</i></p> <p><i>-> ADD METAPHOR /SYMBOLISM HERE <-</i></p> <p><i>(e.g. educate/encourage etc)</i></p> <p><i>state the approach and link to the cause/gap</i></p> <p>Approach 1: Evoke fear for consequences of UV overexposure</p> <ul style="list-style-type: none"> - Since students have apathy for sun protection, the first step to alleviating the situation is to appeal to their emotions so they are motivated to take appropriate action. 		
a)	<p><i>What platforms can we use to solve the problem?</i></p> <p><i>State the platform and rationale for choice of platform (for delivery+distribution)</i></p> <p>(i) Social Media Campaign: Persona</p> <ul style="list-style-type: none"> - Relatable: Teenagers can relate to the persona created and are more likely to become interested in the issue - Prevalence: Majority of teenagers use social media [1] <p>(ii) School-based Campaign: UV Camera Photo Booth</p> <ul style="list-style-type: none"> - Ease of access: many students can participate concurrently and with little hassle - Element of fun: more likely to engage students as they are able to play around with their friends - Immediate feedback: Understand that UV radiation has already damaged their skin 	<p>[1]http://www.channelnewsasia.com/news/singapore/more-children-used-social-media-in-2015-mda-7931844</p>	
b)	<p><i>What are the details of your first strategy?</i></p> <ol style="list-style-type: none"> <i>1. State the concept/purpose. This needs to be linked closely to the cause/gap</i> <i>2. Provide details on method, platform, steps, activities, etc.</i> <i>3. Provide justification for why the details will</i> <ol style="list-style-type: none"> <i>a. address the cause</i> 		

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	<p><i>b. suit the needs/preferences of target group</i></p> <p>(i) Social media persona: Details the life of a family member of a sufferer of skin cancer that is relatable to teenagers (being of their age and a student) so as to make the threat of such impacts more real and of interest</p> <ul style="list-style-type: none"> - Short videos follow the story → makes content more interesting and worth following, of a skin cancer patient from when they receive the news of contracting cancer to going through the recovery process → helps teenagers to understand the risks of UV exposure and their impacts to oneself - Includes flashbacks of practices before contracting cancer in contrast to the current → reminds teenagers of the undesirable practices and therefore the methods of self protection - Provides links to useful websites of organisations for the target group to get more details on issue - one video will be released each day for a total of 5 days <p>(ii) UV Camera Photo Booth: a UV-camera photo booth will be stationed in the school canteen. Sunscreen will be provided at the booths for students to apply so that they can compare themselves before and after application</p> <ul style="list-style-type: none"> - The screen shows students their own skin when viewed under UV light <ul style="list-style-type: none"> - allow them to see the damage already done to their skin by the sun that is not visible under normal conditions. - To be placed in canteens of schools → reaches out to many students in their free time - Coloured sunscreen - an element of fun to appeal to students 		
5.	<p><i>What is the second approach to address the causes / gaps?</i> <i>(e.g. educate/encourage etc)</i></p>		

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	<p><i>State the approach and link to the cause/gap</i></p> <p>Approach 2: Application of knowledge</p> <ul style="list-style-type: none"> - After students learn the importance and the know-hows of sun protection, the next step is to apply and repeatedly practice the knowledge learnt over a long duration so that sun protection habits can be cultivated - This is done through providing an easily accessible platform for them to practice this habit and also through providing constant reminders about the need for sun protection [1] 	<p>[1]https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201201/adolescence-and-the-development-habits</p>	
a)	<p><i>What platforms can we use to solve the problem?</i></p> <p><i>State the platform and rationale for choice of platform (for delivery+distribution)</i></p> <p>Structural Support Programme:</p> <p>(i) UV alert + posters (to help students interpret data from UV alert)</p> <ul style="list-style-type: none"> - Accessible: UV alert convert intangible threat of UV exposure into tangible warning that they can easily see <p>(ii) Sunscreen vending machine:</p> <ul style="list-style-type: none"> - Vending machines: <ul style="list-style-type: none"> - Availability: Target Group agrees that sunscreen are not readily available for their use (Using PRQ to justify), while vending machines make them available[1] - Minimal staffing cost while operating the machines all day [1][2] - Convenience: Purchasing items from the vending machine is easy and can be done at anytime of the day [2] 	<p>[1]http://www.straitstimes.com/singapore/sph-rolls-out-vending-machines-for-newspapers</p> <p>[2]http://www.straitstimes.com/lifestyle/vending-machines-now-sell-gold-bars-shampoo-towels-and-more</p>	
b)	<p><i>What are the details of your second strategy?</i></p> <ol style="list-style-type: none"> 1. <i>State the concept/purpose. This needs to be linked closely to the cause/gap</i> 2. <i>Provide details on method, platform, steps, activities, etc.</i> 		

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	<p><i>3. Provide justification for why the details will</i></p> <p><i>c. address the cause</i></p> <p><i>d. suit the needs/preferences of target group</i></p> <p>(i) UV Alert Programme: serves as a platform to remind students in school, especially those playing sports under the sun (during CCA, PE etc.)</p> <ul style="list-style-type: none"> - UV alert <ul style="list-style-type: none"> - Traffic light alert: Displays different colours that correspond to UV index (information to be obtained from NEA[1]); <ul style="list-style-type: none"> - green for relatively low UV radiation levels (UVI 0-2), sun protection is not needed - orange is for moderate to high UV radiation levels (UVI 3-7), some sun protection is needed - red is for very high to extreme UV radiation levels (UVI 8-11+), extra sun protection is needed - To be placed at strategic outdoor locations such that it is visible from afar to students playing sports outdoors (i.e. field); similar to the lightning alert - Sunscreen Vending Machine <ul style="list-style-type: none"> - A vending machine selling sunscreen will be located near the school field to allow students to buy cheap, disposable sachets of sunscreen conveniently before going out in the sun[2]. - allow the students to readily access the sunscreen when needed. Hence, it would be easier to inculcate a habit from starting small[3] - Free sunscreen period (about two months [4]): to allow students to dispense sunscreen at times needed. - Beside the vending machines will be instructions on how 	<p>[1]http://www.nea.gov.sg/weather-climate/weather-information/uvindex</p> <p>[2]http://www.straitstimes.com/singapore/apply-and-reapply-sunscreen-for-thorough-protection</p> <p>[3]Yes, You CAN Break That Cake Habit! Can't Survive the Day without a Sweet Treat? A New Book Says Kicking Bad Habits Is Easier Than You Think. (2012, April 11). <i>Daily Mail (London)</i>.</p>	
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	<p>to properly apply sunscreen as well as an allergy warning label for safety measure.</p> <ul style="list-style-type: none"> - Upon building the regular practice of putting on sunscreen, students are more inclined to bring their own sunscreen, however, some students may still not have sunscreen when they need it. - No more free sunscreen after 2 months: this is to reduce dependence on dispensers for sunscreen, and instead move towards self-reliance. <ul style="list-style-type: none"> - encourages them to bring their own sunscreen with them, thus inculcating the independence to continue the habit outside of school in the future <p>- Posters</p> <ul style="list-style-type: none"> - Help students interpret data from UV alert <ul style="list-style-type: none"> - i.e. green = low UV intensity, yellow = moderate-high UV intensity red = high-very high UV intensity - Advise students on actions to take to protect themselves from the sun *based on NEA UVI advisory [1] <ul style="list-style-type: none"> - e.g. green = sun protection not needed yellow = apply sunscreen of at least SPF 30 red = multiple sun protection measures, stay out of sun if possible etc. - To be pasted in toilets/at water coolers near the school field/unsheltered areas where students play sports <ul style="list-style-type: none"> - provides the reminder for students who might be about to play sports 	<p>[4]European Journal of Social Psychology Eur. J. Soc. Psychol. 40, 998–1009 (2010), How are habits formed: Modelling habit formation in the real worldy Phillippa Lally, Cornelia H. M. Van Jaarsveld, Henry W. W. Potts and Jane Wardle University College London, London, UK</p>	
	EVALUATE		

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<p>6.</p>	<p><i>How well are the needs of your target group met through your solutions?</i></p> <p><i>i) Target group receptivity look at target group profile/ common traits /preferences</i></p> <p><i>ii) Effectiveness at changing target group (look at target group's' profile, needs)</i></p> <p><i>(where it overlaps with justification for target group, decide where you prefer to put the info)</i></p> <p><i>iii) Long-term sustainability (within same target group or expansion to a larger target group, etc)</i></p> <p>i) Solution 1 (campaign):</p> <p>Campaigning allows a wide outreach to most youths in SG due to the platforms used</p> <ul style="list-style-type: none"> - School (secondary education): most students (98.3%) go to government/govt endorsed schools - Social media: Singapore teens are tech savvy, 99% are internet users and 97% are smartphone users; 78% of teens in SG are also social media users [1] <ul style="list-style-type: none"> - In 2016, YouTube was the most popular social media platform (penetration rate : 75%) while penetration rate for instagram was 43% [2] <p>Campaign is sustainable in the long-term as</p> <ul style="list-style-type: none"> - Videos are a one-time production that can be re-uploaded annually for re-runs of the campaign <p>Expansion is also viable as</p> <ul style="list-style-type: none"> - Videos will be made public hence available to anyone <p>The campaign is told through a story as people respond more to</p>	<p>[1]https://www.nyc.gov.sg/images/initiatives/resource/youthstatsinbrief/NYC_YsIB_FA_2016.pdf</p> <p>[2]https://www.statista.com/statistics/284466/singapore-social-network-penetration/</p>	<p><u>Online Survey of target group</u></p> <p>Receptivity of TG:</p> <p>9. To get students to understand the importance of sun protection, we plan to organise a week-long campaign consisting of two parts:</p> <ul style="list-style-type: none"> -videos about the story of a 15-year-old whose mother suffers from skin cancer will be released on social media platforms such as Instagram, Facebook and Twitter over the course of a week -a photo booth with a UV camera and coloured sunscreen will be set up in school, where you can view yourself under UV before and after applying sunscreen <p>Would you be willing to participate in such a campaign by watching the video and visiting the photo booth?</p> <p><input type="checkbox"/> Yes, I will watch the videos and visit the photo booths</p> <p><input type="checkbox"/> No, I will watch the videos only</p> <p><input type="checkbox"/> No, I will visit the photo booth only</p> <p><input type="checkbox"/> No, I will never watch the videos nor visit the photo booth</p>
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	<p>anecdotes than to simple statistics and facts [3], allowing us to make a more significant impact.</p> <p>ii) Solution 2 (structural supports): The programme targets at promoting sun protection in schools:</p> <ul style="list-style-type: none"> - secondary school students spend about 5-6 hours per week on CCA, and 4 hours per week on PE and Civics.[4] - programme is implemented at locations most youths tend to be exposed to UV radiation (field, parade square etc.) <p>Programme is sustainable in the long term as:</p> <ul style="list-style-type: none"> - it requires little resources to maintain (only has to be restocked and undergo occasional maintenance) - structural supports will be permanent once installed and can therefore be used by future batches of students 	<p>[3]http://www.npr.org/sections/goatsandsoda/2014/11/05/361433850/why-your-brain-wants-to-help-one-child-in-need-but-not-millions</p> <p>[4]https://www.moe.gov.sg/news/forum-letters-replies/moe-recognises-the-importance-of-balance-in-holistic-student-development</p>	<p>10. Will you practise sun protection when reminded? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>11. We plan to install a Ultraviolet (UV) Alert that will display 3 different colors based on the UV index (UVI) at that time (ie red when the UVI is high, orange when the UVI is moderate and green when the UVI is low). The UVI reflects the intensity of the UV radiation in the area. The alert is modeled after the lightning alert and will be placed at outdoor locations to urge students to practise sun protection such as using sunscreen or going into the shade when the UVI is high or moderate. Would the UV alert be an effective reminder? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>12. To provide convenient access to sunscreen, we plan to install vending machines that sell sachets of</p>
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			<p>sunscreen for one-time usage. These vending machines will be placed near outdoor locations where students play sports. Will you buy sunscreen from these vending machines?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
7.	<p><i>Are there partners you can collaborate with?</i></p> <p>iv) Stakeholders receptivity</p> <ul style="list-style-type: none"> - look at their purpose/ vision/ style of operation current modus operandi towards your topic, past projects, capacity, constraints etc to determine if they are likely to be willing able to support your project <p>Block Up! or Banana Boat to sponsor sunscreen</p> <ul style="list-style-type: none"> - Precedence in sponsoring sunscreen sachets for Project UVRaydiant [1] - Over the years, the range of merchandise peddled by these machines has expanded [2] → more companies acknowledge vending machines as a potential channel for marketing a wider variety of products (including sunscreen companies, need to reinforce with PRQ) <p>NEA/MOE to fund for UV alert</p> <ul style="list-style-type: none"> - The Meteorological Service Singapore (MSS) is Singapore's national authority on the weather and climate. It is an operations division under the National Environment Agency (NEA). One of its key department is the Weather Service Department, who provides round the clock weather forecasts, warnings, monitoring and 	<p>[1]https://projectuvraydiant.wordpress.com/2015/05/15/weekly-progress-15515/</p> <p>[2]http://www.straitstimes.com/lifestyle/vending-machines-now-sell-gold-bars-shampoo-towels-and-more</p> <p>[3]http://www.weather.gov.sg/about-our-organisation/</p>	

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	<p>assessment for critical sectors such as civil aviation, military, maritime, private/public agencies and the general public.[3]</p> <p>School to provide venue for campaign/structures</p> <ul style="list-style-type: none"> - Schools are likely to be supportive of health promotion programs - With support from secondary schools, junior colleges and Institutes of Higher Learning, close to 20,000 students from 27 secondary schools and junior colleges and more than 10,000 students from the Institute of Technical Education Colleges, Nanyang Polytechnic, Republic Polytechnic and Temasek Polytechnic embarked on an active journey to accumulate steps every day.[4] - 209 out of more than 360 schools, including junior colleges, have joined its Healthy Meals in Schools Programme (HSMP) - an initiative set up in 2011. [5] 	<p>[4]https://www.parliament.gov.sg/lib/sites/default/files/paperpresented/pdf/2015/S.144of2016.pdf</p> <p>[5]http://www.straitstimes.com/singapore/education/more-school-canteens-serving-healthy-food-but-rising-prices-a-concern</p>	
8.	<p><i>Strengths and/or limitations to approaches/strategies</i></p> <p><i>Are there any other unique strength and/or limitation to your strategies that do not pertain to the above areas on target group and stakeholders?</i></p> <p>UV alert and Vending Machine</p> <ul style="list-style-type: none"> - Limitations: can be only accessed in school - Strength: gradually encourages self-reliance <p>Social Media Campaign</p> <ul style="list-style-type: none"> - Limitation: students may not be aware of the release of the videos as they may not be following the social media account - Strength: permanency of the internet allows anyone to join in even when the campaign is halfway through its course <p>Overall</p>		

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	<ul style="list-style-type: none">- Limitation: costly- Strength: good synergy (step by step systematic process in instilling habits)		
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