# **SECTION 1: DETAILS OF PROJECT & TEAM MEMBERS**

|  |  |
| --- | --- |
| **Name of School:** | |
|  | |
| **Campaign Title:** | |
|  | |
| **Teacher(s) In-Charge: (To include salutation e.g. Ms Tan Ah Bee)** | |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |

|  |  |
| --- | --- |
| **Names of Student Leaders: (Full Name as to be printed on the certificate, e.g. Jayden Lee Jun Jie)** | |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |
| **11** |  |
| **12** |  |
| **13** |  |
| **14** |  |
| **15** |  |
| **16** |  |
| **17** |  |
| **18** |  |
| **19** |  |
| **20** |  |

**\* Additional rows may be added if necessary.**

**\*\* Note: Student Leaders are students who assume leadership roles in planning the FOSSCP campaign within their school. The number of student leaders for the project should not exceed 5% of the student population.**

# **SECTION 2: FOCUSED THEME & REASONING**

|  |  |
| --- | --- |
| **Please tick the themes that apply to your project(s)** | |
| **CyberKindness** | **☐** |
| **Neighbourliness** | **☐** |
| **Inclusivity** | **☐** |
| **Silver Wellness** | **☐** |

**\*Refer to Annex A for a list of suggested topics within a theme that you can address!**

|  |
| --- |
| **Reasoning Statement on the chosen theme in point form:**  **(State its importance, significance, and why the need to increase awareness of your chosen topic etc.)** |
|  |

# **SECTION 3: CAMPAIGN PLANNING**

|  |  |
| --- | --- |
| **Campaign Phases** | **Execution Plans** |
| **Awareness** (To create awareness of your chosen issue to your audience) |  |
| **Execution Time Frame:** |
| **Understanding**  (To educate/inform your audience on the importance of your chosen issue and the reasons to solve/improve it) |  |
| **Execution Time Frame:** |
| **Action**  (To call for participation [from your audience] and get them involved in your campaign) |  |
| **Execution Time Frame:** |
| **Advocacy** (To further encourage and equip participants - who are potential advocates, to share/ promote/stand-for, the issue your campaign is running for) |  |
| **Execution Time Frame:** |

# **SECTION 4: EXPENDITURE PLANNING**

**SKM FUNDING DETAILS:**

* **Each school is entitled up to $200 of reimbursement in total.**
* **Kindly note that the $200 will be shared across the expenses of all approved campaigns (max. 3 approved campaigns per school)**
* **Not more than 40% of the $200 may be spent on items for donation/giveaways/prizes.**
* **Reimbursement will only be available via online payment by 22 December 2025. Kindly note that reimbursement may be delayed should the claims and supporting documents are not provided accurately.**

|  |  |  |
| --- | --- | --- |
| **Expenditure Item** *(e.g. venue rental, setup, publicity material, etc)* | | **Amount (B)** |
| **1** |  | **S$** |
| **2** |  | **S$** |
| **3** |  | **S$** |
| **4** |  | **S$** |
| **5** |  | **S$** |
| **6** |  | **S$** |
| **7** |  | **S$** |
| **8** |  | **S$** |
| **9** |  | **S$** |
| **10** |  | **S$** |
| **11** |  | **S$** |
| **12** |  | **S$** |
| **13** |  | **S$** |
| **14** |  | **S$** |
| **15** |  | **S$** |
| **TOTAL BUDGET PER SCHOOL FROM SKM (A):** | | **S$ 200** |
| **YOUR ESTIMATED EXPENDITURE (B):** | | **S$** Click or tap here to enter text. |
| **BUDGET LEFT (A) – (B):** | | **S$** Click or tap here to enter text. |

# **SECTION 5: ROLES AND RESPONSIBILITIES**

|  |  |  |
| --- | --- | --- |
| **Roles** | **Name(s)** | **Responsibilities** |
| **Communication Team:** (Eg. Conceptualise the approach of your campaign/ strategise how your content should be delivered to your audience/ research on mode and platform for delivery of content) |  |  |
| **Content Team:** (Eg. Research and recommend content based on concept from communication team/ design and develop content for your audience) |  |  |
| **Operation Team:**  (Eg. Execute purchases/ manage logistics/ execute campaign in-person or in digital space) |  |  |
| **Finance and Schedule Team:**  (Eg. Keep track of expenses/ ensure receipts are photocopied and kept/ responsible to ensure team keeps to the timeline of campaign/ help the other teams) |  |  |

# **SECTION 6: IMPACT EVALUATION SURVEY**

As part of FOSSCP 2025, Singapore Kindness Movement is introducing a mandatory impact evaluation survey. The aim of the survey is to measure the extent of the behavioural shift in students as a result of participating in your FOSSCP project(s).

It is mandatory for student leaders and participants of the kindness project(s) in your school to complete the impact evaluation survey. Teachers are highly encouraged to improve and adapt the survey template as they deem fit to their respective kindness project(s). Teachers can find a copy of the survey template in the “**Sec Report Template 2025**” file under **Annex C** for their use.

**Acknowledgement**

I/ We acknowledge that I/ we have read the information regarding the mandatory impact evaluation survey for FOSSCP 2025, and I understand the importance of facilitating its completion by student leaders and participants in the kindness project(s) at our school, with the option to adapt the survey template as needed.

|  |
| --- |
| **Annex A** |

**POSSIBLE TOPICS WITHIN A THEME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Areas/Topics** | **Neighbourliness** | **Inclusivity** | **CyberKindness** | **Silver Wellness** |
| **Individual/ Peer** | • Neighbourliness within school context for e.g., classmates/ schoolmates  • Conflict Resolution Skills: Exploring the role of neighbourliness in developing conflict resolution skills, including techniques for resolving disputes peacefully and constructively.  • Random Acts of Kindness: Highlighting the importance of small gestures of kindness in fostering neighbourly relationships and building strong, supportive communities.  • Digital Neighbourliness: Exploring the role of technology in facilitating neighbourly interactions, including online communities, social media etiquette, and digital citizenship.  • Gracious Living: Promoting norms of greater neighbourly interactions in our neighbourhoods such as:  • Neighbours showing respect for each other’s cultural/ religious needs  • Neighbours greeting each other when they meet  • Neighbours making the effort to get to know each other better, regardless of racial or cultural differences  • Neighbours carrying out small, spontaneous acts of kindness for each other (e.g. hold the door, press the lift button, help carry heavy items)  • Neighbours observing quiet hours by keeping their volumes low at night | • Appreciating and embracing diversity/ differences.  • Promote racial and religious harmony/ interfaith efforts and social cohesion by building trust, understanding and confidence among various communities.  • Address bullying/ exclusion/ casual racism.  • Inducing a spirit of volunteerism; seeking to providing support to the various identified groups who might be in need    • Awareness of people with different disabilities/ social conditions  • Understanding contributions and importance of workers within one’s community/ heartland  • Greeting and acknowledging contributions of one’s community/ heartland workers | • Cyber Etiquette  • Personal responsibility in cyber space  • Promote positive usage of cyber space    • Kindness in cyber space | • Intergenerational kindness circles  • Creating a kind society that values and respects seniors.  • Kindness through acts of service to the elderly    • Kindness at home towards grandparents and other elderly relatives |
| **Family** |
| **School/ Community** |