**Cover page & Checklist for final submission**
***(Please tick off the list to ensure that you have included it in the Final Submission)***

|  |  |
| --- | --- |
| **(✔)** | **LIST OF ITEMS FOR FINAL SUBMISSION** |
| **☐** | 1. **Final Report Details and Writeup (Annex A & B)**
 |
| **☐** | 1. **Impact Evaluation Survey Template (Annex C)**
 |
| **☐** | 1. **Photos and/or videos of Campaign (quality, not quantity)**

**\*DO NOT submit photos in PDF or in doc/ppt format.** **\*\*Photos are to be submitted as files (.jpg/.png) and be uploaded in your OneDrive folder.** |
| **☐** | **FOR CLAIMS**1. **‘Claim Form’ Signed and Stamped with school stamp**
2. **Completed ‘Claim Form Table’**
3. **All forms, photocopy or photos of original receipts uploaded in designated OneDrive folder**

**\*Incomplete documents will not be eligible for claims.** |
| **☐** | 1. **Hi-resolution school logo (.ai/.png/.jpg files) uploaded in OneDrive folder**
 |
| **☐** | 1. **Additional Submission(s) - If applicable**
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| **Annex A** |

**1. AGREEMENT**

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| **AGREEMENT BY TEACHER-IN-CHARGE ON BEHALF OF PROJECT GROUP** |
| **School Name:** |  |
| We agree to the collection and usage of the materials and data within this report and other relevant forms of submission that are submitted under the FOSSCP programme, by the Singapore Kindness Movement (SKM). If deemed relevant, submitted materials and data will be used solely for our FOSSCP programme and the school’s Kindness Awards Ceremony which might consist of publications via SKM’s social channels, programme’s microsite, programme’s exhibition, programme’s highlight footage and coverage.   By agreeing, SKM reserves the right to use your submitted content (if deemed relevant) without requesting for additional consent from the school. In the case of a media coverage, SKM will inform the teacher-in-charge accordingly. |
| **Name of Teacher-In-Charge** |  |

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| **Annex B** |

**2. TEAM DETAILS**

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| --- |
| **Campaign Title:** |
|  |
| **Teacher(s) In-Charge: (To include salutation e.g. Ms Tan Ah Bee)**\**Please ensure that all names are spelled correctly.* *\*\*Replacement of the certificate may result in delay of the delivery. Any additional costs arising from the replacement of certificate will be borne by the school.* |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |

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| --- |
| **Name of Student Leader(s): (Full Name as to be printed on certificate; e.g. Jayden Lee Jun Jie)**\**Please ensure that all names are spelled correctly.* *\*\*Replacement of the certificate may result in delay of the delivery. Any additional costs arising from the replacement of certificate will be borne by the school.**\*\*\*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.* |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
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| **11** |  |
| **12** |  |
| **13** |  |
| **14** |  |
| **15** |  |
| **16** |  |
| **17** |  |
| **18** |  |
| **19** |  |
| **20** |  |

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

**3. CAMPAIGN SYNOPSIS**

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| --- |
| **Campaign Synopsis (not more than 200 words):** **\* This should be a clear write up/overview of your entire campaign. The campaign synopsis should also be informative to readers.** **Here are some pointers to guide you in writing your campaign synopsis (you need not include all pointers):****- Objective(s) of the campaign****- Purpose of the campaign****- Aims for the campaign****- Details of the campaign****- What was done/ how are the activities being carried out for the campaign****- Achievements (e.g. number of audiences reached)****\*\* Do note that SKM will adapt your campaign synopsis to be included in the Kindness Awards Ceremony Projects Highlight Booklet.** |
|  |

**4. CAMPAIGN SELF-EVALUATION/REFLECTION**

|  |
| --- |
| **Evaluation to be based on the campaign's effectiveness to build awareness, be informative, be creative through engagement with target audience and effectiveness of converting the audience into advocates.****\* Can be written in bullet points** |
| **Level of success - Ratings between 1 - 10**(1 being the least successful, 10 being the most successful) |  |
| **Limitation/Challenges:**  |  |
| **Favourite/most effective part of the campaign:** |  |
| **Possible areas for improvement:** |  |
| **Total Approximate Outreach from Initiative(s):****(e.g. 1,000 students, 50 educators, 30 beneficiaries, etc.)** |  |

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| **Annex C** |

**5. IMPACT EVALUATION SURVEY TEMPLATE (FOR STUDENT LEADERS)**

It is mandatory for student leaders and participants of the kindness campaign in your school to complete the following impact evaluation survey. Teachers are highly encouraged to improve and adapt the survey template as they deem fit to their respective kindness campaigns. The purpose of this mandatory survey is to measure the extent of the behavioural shift in students as a result of participating in their campaign. **We kindly request for the teacher-in-charge to complete the summary table on the next page, after the administration of the impact evaluation survey below.**

1. How often do you engage in acts of kindness towards your schoolmates and/or community?
	1. Rarely
	2. Occasionally
	3. Often
	4. Always
2. On a scale of 1 to 5, how has the [Insert kindness project/ campaign name] impacted you positively?
	1. 1 – No Positive Change
	2. 2 – Slightly Positive
	3. 3 – Somewhat Positive
	4. 4 – Very Positive
	5. 5 – Extremely Positive
3. How confident do you feel about yourself in promoting kindness in your school after participating in [Insert kindness project/ campaign name]?
	1. Not confident at all
	2. Somewhat confident
	3. Quite confident
	4. Very confident
	5. Extremely confident
4. How much do you think participating in the [Insert kindness project/ campaign name] has impacted your future behaviour towards others?
	1. No impact
	2. Slight impact
	3. Moderate impact
	4. Significant impact
5. To what extent do you feel more knowledgeable about the kindness values promoted by the [Insert kindness project/ campaign name] after participating in it?
6. 1 – No Change
7. 2 – Slightly Knowledgeable
8. 3 – Somewhat Knowledgeable
9. 4 – Very Knowledgeable
10. 5 – Extremely Knowledgeable

**Impact Evaluation Summary Table**

|  |  |
| --- | --- |
| Name of Campaign: |  |
| Total No. of Responses: | *e.g. 100* |

|  |
| --- |
| 1. How often do you engage in acts of kindness towards your schoolmates and/or community?
 |
|  | **Answers** | **No. of Responses** | **%** |
| a | Rarely | *e.g. 5* | *5%* |
| b | Occasionally | *10* | *10%* |
| c | Often | *35* | *35%* |
| d | Always | *50* | *50%* |

|  |
| --- |
| 1. On a scale of 1 to 5, how has the [Insert kindness project/ campaign name] impacted you positively?
 |
|  | **Answers** | **No. of Responses** | **%** |
| a | 1 – No Positive Change |  |  |
| b | 2 – Slightly Positive |  |  |
| c | 3 – Somewhat Positive |  |  |
| d | 4 – Very Positive |  |  |
| e | 1. – Extremely Positive
 |  |  |

|  |
| --- |
| 1. How confident do you feel about yourself in promoting kindness in your school after participating in [Insert kindness project/ campaign name]?
 |
|  | **Answers** | **No. of Responses** | **%** |
| a | Not confident at all |  |  |
| b | Somewhat confident |  |  |
| c | Quite confident |  |  |
| d | Very confident |  |  |
| e | Extremely confident |  |  |

|  |
| --- |
| 1. How much do you think participating in the [Insert kindness project/ campaign name] has impacted your future behaviour towards others?
 |
|  | **Answers** | **No. of Responses** | **%** |
| a | No impact |  |  |
| b | Slight impact |  |  |
| c | Moderate impact |  |  |
| d | Significant impact |  |  |

|  |
| --- |
| 1. To what extent do you feel more knowledgeable about the kindness values promoted by the [Insert kindness project/ campaign name] after participating in it?
 |
|  | **Answers** | **No. of Responses** | **%** |
| a | 1 – No Change |  |  |
| b | 2 – Slightly Knowledgeable |  |  |
| c | 3 – Somewhat Knowledgeable |  |  |
| d | 4 – Very Knowledgeable |  |  |
| e | 5 – Extremely Knowledgeable |  |  |