

Asian Resource Center
Asian Federation on Intellectual Disabilities

Star Raft Award 2015

星槎賞

The winners

Transforming Passive Learners to Active Creators with 3D Technology
APSN Tanglin School Singapore

**The Learning and Experience of Independent Living Overnight Event for
Persons with Intellectual Challenges**
Parents' Association for Persons with Intellectual Disability, Taiwan

Learning beyond Walls
CHAOYANG SCHOOL (APSN), Singapore

4th, Oct, 2015



What does "Seisa/ Star Raft"?

There is an old Chinese story. A young man in a period under strict national isolation dared to go out and see the world. When he returned he saved his country with the knowledge and experience he gained abroad. It is said that his raft arose from the sea and traveled across the sky. A raft of logs of different lengths tied together with a strong rope. The word "Seisa" is composed of two Chinese characters, "Sei" is the "Star" character. "Sa" is the "raft" character.

It is hope of Seisa Group to be your Raft with the spirit of "Living Together".

Transforming Passive Learners to Active Creators with 3D Technology

APSN Tanglin School Singapore

Introduction

Intellectual disabilities vary in degree and effect from person to person, just as individual capabilities vary considerably among people who do not have an intellectual disability. Albert Einstein said it best, “Everyone is a genius. But, if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.” Persons with intellectual disabilities are able to successfully perform a wide range of jobs, and can be reliable workers. The types of jobs persons with intellectual disabilities are able to perform will depend on individual strengths and interests. At APSN Tanglin School, we believe that students with intellectual disability are able to engage in life-long learning, meaningful work and productive living. This is accomplished by building their competence in the academic, social and vocational domains; shaping their character to reflect responsible and active citizenship and fostering healthy connections with their peers, school, family, community and society. Competent students who have character and robust social connections will be able to contribute to their own positive development as well as promote advances in the various layers of their social world. Information & Communication (ICT) permeates almost every aspect of life, offering vast opportunities both in work and play. We believe that any individual persons with an intellectual disability can be part of the equation.

Summary of Activity

The 3D Technology Programme at APSN Tanglin School is designed to engage students in designing and prototyping ideas that involve technology. It is a project-based ICT domain that anchors on design action, and the application of knowledge and process skills. It aims to leverage on technology to develop students’ ability to work with geometry and designs, and at the same time exposing them to industry experiences that could enhance their job possibilities.

The Learning and Experience of Independent Living Overnight Event for Persons with Intellectual Challenges

Parents' Association for Persons with Intellectual Disability, Taiwan

Since 2009, Parents' Association for Persons with Intellectual Disability, Taiwan (PAPID, Taiwan) started to organize a 2-day-1-night event with local associations for persons with intellectual disabilities from different areas in Taiwan every year. In this overnight event, persons with intellectual disabilities leave from their families, and stay with other members with intellectual disabilities and supporters whom they might not meet before. They learn how to deal with their own daily life things by themselves, such as brushing their teeth, washing their faces, getting dressing, making their beds, and so on. Also, they learn how to cooperate with their team members to reach the goals in the event. Every year, PAPID sets different points in this event for the participants both of persons with intellectual disabilities and supports to learn and experience. Furthermore, in order to change the image of this group, and describes the actual situations of their cognation, PAPID gives a new name which is called 'persons with intellectual challenges'.

After several years, a few participants want to challenge more. They would like to learn how to be organizers. They would like to know how to make an event. They expressed their willing to take the tasks as organizers, not only to be participants. In 2013 and 2014, when PAPID planed this event during the preparation, the organizers also included a few persons with intellectual challenges. In 2013, one young man challenged to be as a worker as other staffs in the event. He attended the meetings in the process, and he took some responsibilities as other staffs. Even he felt difficult sometimes and needed supports to complete the tasks; he said he was happy to cross the first step. The next year, more persons with intellectual challenges tried to challenge as workers in different parts and levels in the process.

However, even being participants, they have different tasks in the event. They may play a role as being a leader or co-leader in their teams, they have to take care to each other and help each other. Besides, as the example in 2014, the participants challenged to prepare their own dinner without fire and gas. Preparing food is one of the important skills for living independently. However, many parents worry about the safety, so thus they avoid their children who with intellectual disabilities to use gas or fire to prepare food at home. In this event, the participants tried to experience the process; including distinguishing what kind of food they have to buy, how much amount they have to buy, how to wash and deal the food before make it to dishes, how to clean after finishing cooking and eating. In the full process, they didn't only learn how to prepare food; furthermore, they also learned how to select the fresh food, how to eat healthier, and how to use money.

The multiple purposes were designed in the event. Each participant learned and experienced different levels and parts naturally during the 2 days. Some of the participants have said, 'Finally, I feel I am as an adult. I can do something in my own life.'

Learning beyond Walls

CHAOYANG SCHOOL (APSN), Singapore

School-Community Partnerships

Chaoyang's partnership framework encompasses meaningful collaborations between school and community partners to support and enhance teaching and learning. The activities planned are geared to meet the social, intellectual, and emotional needs of the students.

A. Partnership with mainstream school – Presbyterian High School (PHS) and Raffles Girls' Primary School (RGPS) The partnership with mainstream schools hinges on a symbiotic relationship. The student councilors from PHS planned and executed a comprehensive leadership training programme for CYS prefects and the girls from the Gifted Education Programme of RGPS planned and conducted a 10-week Buddy Reading Programme for the P3 students of CYS.

Volunteering at CYS opens their hearts to empathize with pupils with special needs; making them Future Leaders with HEART and our students in turn, gain the much needed integration and interaction with other segments of students.

B. Partnership with SPARKZ (a volunteer group)

SPARKZ, a volunteer organization, has helped create opportunities for our students' growth through contributing learning opportunity and resources to enhance student outcomes. For the last 15 years, they have continuously assisted the school in educating the students. They established a "minimart" in our school to facilitate the teaching of budgeting skills, created the facilities 'Sparkling Me' to train pupils in the area of self- hygiene and grooming under, and liaise with commercial outlets (Candylicious) to create opportunities for our students to use their budgeting skills in an authentic environment.

C. Partnership with Candylicious

Candylicious supports our pupils learning by providing an authentic environment for them to practise budgeting and show care by shopping for family. The company also sponsors tokens that serve to acknowledge pupils who live the school values. Global

Learning - Student Exchange Programme to New Delhi, India

SPARKZ also initiated the Academic and Cultural Exchange Programme to India (ACE). Each year for the past 10 years, 15 to 20 children are selected for the 10-day ACE programme to New Delhi, India. Prior to the trip, the children attend a 10-week preparatory session. Activities are crafted to ensure that they are both emotionally and socially ready for the event.

The ACE programme serves as an excellent platform for our students to practise lifeskills and self-help skills away from the safety-net of their care-givers. The renewed selfconfidence with which they carry on their daily activities after returning from India, is a testimony of the success of the ACE programme.

Students on ACE are involved in the following activities;

- looking after their personal needs
- prepare to attend classes at host schools,
- go on learning journeys and make friends
- Leverage ICT for connectedness with families in Singapore through blogging and video-conferencing

Upon their return, the students share their experiences with the rest of the school - an opportunity to hone their presentation skills.

The highlights from the ACE programme were the opportunities to have tea with the former President of India Mr. Abdul Kalam, Vice-President, Mr. Ahmad Ansari, the then Prime Minister, Mr. Manmohan Singh and Mrs. Sonia Gandhi.

They all marvelled at the level of confidence shown by the pupils.