

ADDITIONAL RESOURCES FOR TRAINER'S USE



HOUSING &
DEVELOPMENT
BOARD



About the Additional Resource

This additional resource is to be used in tandem with the handbook and slides. It aims to provide further guidance on some of the activities that will take place during the training session for Eco Guides.

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My Dream Guide

Primary School (Page 4 of Handbook, Slide 5)

Secondary School (Page 4 of Handbook, Slide 5)

Time Allocation

10 minutes

Objective

Participants should be able to identify the qualities and skills of an ideal guide.

Instructions

Organise participants in groups of 4 - 5 participants to facilitate discussions.

Elaborate on the presentation skills mentioned in the materials. Here are some pointers you can include:

- I. Be friendly. Keeping a smile on can help the group feel welcomed and relaxed
- II. Make use of small talk to break the ice within the group

Prompt participants to list down the ideal qualities and skills they think a guide should have.

Sample Qualities and Skills

- 💡 Caring
- 💡 Engaging
- 💡 Good Listener
- 💡 Knowledgeable
- 💡 Public Speaking Skills
- 💡 Well-informed

Activity 1 – Voice Music

Primary School (Page 9 of Handbook, Slides 13 & 14)

Secondary School (Page 9 of Handbook, Slides 9 & 10)

Time Allocation

15 minutes

Objective

Participants should be aware that the tone of voice should always match the words spoken.

Instructions

1. Based on the number of groups (4 – 5 participants each) you have, print out the required number of templates accordingly.
2. Cut along the perforated lines to create cards. One set should contain 10 cards (as per the template).
3. Each group should receive one set of cards.
4. With the cards faced down, have participants choose 2 to 3 cards each.
5. Participants should look only at their own cards.
6. Starting from the youngest, the participant is to read the sentence on the card with the expression/feeling stated below.
7. Rotate after the first participant is done with reading one card.
8. The activity is complete when all participants in the group have finished reading all the cards they have in hand.

The library is on fire!

<Happy>

Come, let's go and celebrate!

<Sad>

The discipline master gave me a stern warning just now.

<Excited>

I scored a perfect grade for the Science test!

<Angry>

I love to eat fish and chips for dinner.

<Bored>

Tom broke my favourite mug.

<Happy>

My best friend and I enjoy baking together.

<Sad>

He is worried as his mother is not feeling well.

<Happy>

My father and I love watching football together.

<Bored>

The pizza smells delicious!

<Angry>

Activity 2 – Say It Right

Primary School (Page 9 of Handbook, Slide 15)

Secondary School (Page 9 of Handbook, Slide 11)

Time Allocation

5 minutes

Objective

Participants should recognise that articulation and enunciation are important, especially during public speaking.

Instructions

Participants can practise drawing lines between long words and learn to split them up into smaller segments.

Sample Words

Primary Level	Secondary Level
<ul style="list-style-type: none">○ A/ppre/ci/a/tion○ Com/pe/ti/tion○ En/vi/ron/ment/al○ Op/por/tu/ni/ty○ Pro/nun/ci/a/tion	<ul style="list-style-type: none">○ A/mal/ga/ma/tion○ Mis/ce/lla/neous○ Or/na/ment/al○ Pre/li/mi/na/ry○ Res/pon/si/bi/li/ty

Using Props

Primary School (Page 13 of Handbook, Slide 18)

Secondary School (Page 13 of Handbook, Slide 15)

Time Allocation

5 minutes

Objective

Participants should be able to identify examples of props required for an Eco Trail

Instructions

Prompt participants to list down items that they think will help them to better explain or illustrate a point during the Eco Trail.

Sample Lists of Props

- Photos of site in the past
- Photos of eco-features (e.g. solar panels, diagram of rainwater harvesting system)

Group Management

Primary School (Page 15 & 16 of Handbook, Slide 21)

Secondary School (Page 15 & 16 of Handbook, Slide 18)

Time Allocation

10 minutes

Objective

Participants should be able to understand the requirements of proper group management before conducting the eco trail.

Instructions

Prompt participants to think about what they should prepare when managing the group for the Eco Trail.

Prompt participants to think about the possible scenarios that could happen in relation to group dynamics before, during and after the tour; and what they should do to manage the group.

Sample Pointers

1. Preparation before the Eco Trail

- To account for potential delays and ways to avoid/ reduce/ overcome them
- To bear in mind the number of nodes & duration required
- To conduct site recce and take note of the site conditions, rest areas, wet weather plan, logistic requirements, etc.

2. During the Eco Trail

- To break the ice and warm the group up for a more enjoyable trip (i.e. with self-introduction & ice breakers)
- To get the group excited and interested about the trip by sharing objectives, key highlights and takeaways along the journey (i.e. duration of each segment, interesting nuggets of information)
- To ensure safety of the group and emphasise safety rules at the start of the trip, and repeat them accordingly throughout the trip, where necessary.

3. After the Eco Trail

- To gather feedback from the group so that participants can improve (i.e. check in with group on their experience with the eco trail, seek feedback from group on pointers for improvement)

Eco Guide Checklist

Primary School (Page 18 & 19 of Handbook, Slide 23)

Secondary School (Page 18 & 19 of Handbook, Slide 20)

Time Allocation

15 minutes

Objective

Participants should be able to identify the potential issues that may occur during the Eco Trail and come up with possible solutions for them.

Instructions

Prompt participants to think about the issues they may face when guiding the group on the Eco Trail.

Sample Answers

	Potential Issues	Possible Solutions
(i)	<p>Limitations in the field</p> <p>For some stops (such as energy saving motion sensors along corridors & staircases, lift lobbies, duo bicycle racks, community garden, centralised recyclable refuse chute, etc), the site may not be big enough for large groups.</p>	<ul style="list-style-type: none"> i. To limit the size of each group to 15-20 participants ii. To ensure that there is a minimum of a 5-minute gap between each stop for the different groups iii. To have at least 2 Eco Guides per group so that if need arises, the group can be further spilt into smaller teams
(ii)	<p>Time management</p> <p>Group arrived late but has to leave on time as planned or group has a very limited time.</p>	<p>It is important that the Eco Guides are familiar with the trail. Eco Guides are encouraged to conduct site reces to understand and orientate themselves for the trail.</p> <p>Eco Guides are strongly encouraged to plan ahead. For instance, they can note down the number of stops and the duration required for each stop, taking into account toilet breaks too.</p> <p>If the group arrives late, Eco Guides can consider:</p> <ul style="list-style-type: none"> i. shortening the duration for each stop ii. focusing on the stops that are directly relevant to them iii. cutting down stops that are too far away
(iii)	<p>People management</p> <p>More participants than expected turned up</p> <p>Participants walk around by themselves</p>	<p>It is important that the school sets the size of each group so that engagement can be maximised.</p> <p>To consider having at least 2 Eco Guides per group so that if need arises, the group can be further spilt into smaller teams.</p> <p>E.g. 2 trained Eco Guides to manage up to 20 participants per group with not more than 5 groups per trail. To allow each group a 5 min gap or to start the trail for each group from different start points.</p> <p>Before the start of the Eco Trail, Eco Guides should remind participants to follow the group orderly (e.g. no running, pushing or climbing around, etc) to avoid getting lost.</p> <p>If there are sufficient manpower, Eco Guides are encouraged to dedicate manpower at the back of the group to take care of participants who fall behind.</p>

<p>(iv)</p>	<p>Group comfort level</p> <p>No shade for everyone to stand and listen</p>	<p>It is important to advise all participants to prepare themselves with the following items for the trail:</p> <ul style="list-style-type: none"> i. bring along bottled water and cap or umbrella ii. travel light and bring small bags, if possible iii. wear comfortable walking shoes and attire <p>Most stops in the trail are shaded (except for the stops in the garden and at Punggol Waterway Park). Eco Guides can plan ahead and get participants to bring along caps/umbrellas for the trail. They can also advise the participants to drink more water before starting the walk along the unsheltered areas.</p> <p>Eco Guides can also consider sharing about the spot at a more comfortable location before heading to show participants the site.</p> <p>Eco Guides are encouraged to conduct site reeces to familiarise themselves with the site and the potential areas that may affect the comfort level of the participants. To have a better sensing of the site/environmental constraints, the reece can be held during the time in which the actual trail will be conducted to simulate the experience that the participants will be going through.</p>
<p>(v)</p>	<p>Safety Measures</p> <p>Participants are playing while crossing the road</p> <p>Emergency contacts.</p>	<p>It is important that the Eco Guides stay alert all the time and remind the participants to keep a look out for cyclists, PMD riders, cars, etc when crossing the service road at the basement carpark, the main street and the walking paths.</p> <p>Keep a look out for hazardous obstructions along the trail.</p> <p>Take note of where the nearest clinics/hospitals and contact details during the planning of the trail.</p>