



FILOS' READING ROOM TOOLKIT

BY FILOS COMMUNITY SERVICES

OCTOBER 2025

Filos Community Services

38 Chai Chee Avenue #01-177 Singapore 461038 | [O +65 6242 5978](tel:+6562425978)

55 Chai Chee Drive #01-222 Singapore 460055 | [O +65 6241 1503](tel:+6562411503) | [F +65 6242 6039](tel:+6562426039) | [E info@filos.sg](mailto:info@filos.sg) www.filos.sg



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1. INTRODUCTION

Filos' Reading Room toolkit is a document that contains information on how to run Filos' Reading Room programme in its various modes.

This document is intended for staff of partner agencies who wish to run a similar programme at their organisation. It may also serve as a reference for volunteer leaders who are coordinating the programme as part of their scope as volunteers.

1.1. Definition of Terms

In this document, the staff or volunteer in-charge of running the programme will henceforth be referred to as "Programme Coordinator".

Other key terms include:

"Children" or "Students" - refers to the beneficiaries who attend the Reading Room session

"Clients" - refers to beneficiaries' parents/guardians

"Volunteers" - refers to the volunteers who will be facilitating the Reading Room session

"Volunteer Leader" - refers to the main volunteer who is liaising with the staff and coordinates the rest of the volunteers

2. ABOUT FILOS' READING ROOM

Filos' Reading Room programme was started in 2021 to supplement Filos' Little Sprouts Phonics Programme in helping our young learners build a good foundation in English literacy before and or as they enter primary school. As many of our young learners come from non-English speaking families, their parents/caregivers are often unable to provide the guidance needed to help them read and practise the language at home. Often, these children are found not ready for school and fall behind their peers of the same age.

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55 Chai Chee Drive #01-222 Singapore 460055 | [O +65 6241 1503](tel:+6562411503) | [F +65 6242 6039](tel:+6562426039) | [E info@filos.sg](mailto:info@filos.sg) www.filos.sg



Filos' Reading Room aims to bridge this gap by providing a fun learning space to build confidence and cultivate a love of reading through storytelling, so they may reach age-level English literacy.

Please refer to Appendix A for Filos Reading Room's Theory of Change.

2.1. Target Audience

The programme aims to support children between the ages of 4 to 8 years old.

On a case-by-case basis, older children who require support with their reading are encouraged to join as well. Children who do not need literacy support but enjoy reading are welcome to join too if there are sufficient resources e.g., volunteers available.

2.2. Modes

Filos' Reading Room programme first started as an online programme over Zoom during the height of Covid pandemic, allowing children to access reading support from the safety of their homes. Every child, or 2 at most, is matched to a volunteer to allow optimal engagement and reading support. This arrangement allows the child to read books suitable to his reading confidence level.

After the pandemic, Reading Room Special sessions were introduced for the children to benefit from a more expanded curriculum that incorporates in-person group storytelling with hands-on activities like crafts and games. Each session consists of a group of 6 to 8 volunteers with 10 to 15 children.

Hence, there are two different modes that Filos' Reading Room can be conducted in:

- Reading Room Online (over Zoom)
- Reading Room Special (in-person)

Collectively, the programme as a whole is referred to as Filos' Reading Room.

2.3. Schedules

Filos' Reading Room programme runs every week on Friday during School term. The programme does not run on Public Holidays and School Holidays.

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Reading Room Special is held onsite on the first Friday of every month for one hour.

For the rest of the Fridays, Reading Room is conducted online over Zoom for half an hour.

3. PRE-REQUISITES

There are some useful pre-requisites to consider before starting the programme.

3.1. Staffing

One full-time personnel is required to run the programme as Programme Coordinator. This can be a staff or volunteer leader.

3.2. Volunteers

Volunteers are crucial for the successful running of Filos' Reading Room programme, hence the process of recruiting and briefing suitable volunteers are essential.

3.2.1. Recruitment Volunteers for Filos' Reading Room Online

Filos' Reading Room Online runs for only half an hour, every once a week. The short weekly duration makes it easier for volunteers of all ages and from different walks of life to participate in the activity, especially so for individuals with limited time, yet wish to volunteer regularly. The online platform also makes it accessible to any volunteers from the convenience of their homes, workplaces or schools.

a) Volunteer's Responsibilities include:

- Reading 1-1 weekly on every Friday from 4.00pm to 4.30pm
- Selecting and preparing English story material to read to the children
- Engaging the children in an inspiring and nurturing manner
- Providing updates of the children's reading progress and working with Programme Coordinator to address their educational/developmental needs

b) Volunteer's Criteria:

- At least 15 years old. Retirees, students and homemakers are welcome
- Proficient in the English Language

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- Enjoy interacting with children
- Able to navigate the online platform (Zoom) independently
- Minimum 6 months commitment to ensure smooth learning experience

Suitable volunteer applicants will then be interviewed and onboarded in the programme.

You may refer to Appendix B for a sample Role Description for volunteers.

3.2.2. Recruitment Volunteers for Filos' Reading Room Special

Filos' Reading Room Special requires volunteers to plan and facilitate activities, in addition to storytelling. This programme is more suited for groups of volunteers, with an assigned Volunteer Leader to be the main point of contact between the volunteers and the Programme Coordinator.

Such groups may include students (at least 15 years old), corporate groups and also a group of individuals who are already acquainted with each other.

As sessions are standalone, it is also a suitable option for volunteers who can only commit to once-off volunteering opportunities instead of a regular long-term one.

3.2.3. Volunteer Briefing

Volunteers come from all backgrounds and have varying experiences in volunteering with children, hence it is essential to arrange a briefing session for them ahead of the session.

During the briefing, share with the volunteers a brief profile of the children they will be interacting with as well as any important do's and don'ts to take note of.

- Please refer to Appendix C for the Volunteer Guide for Reading Room Online
- Please refer to Appendix D for the Volunteer Guide for Reading Room Special



3.3. Reading Resources

There are plenty of free reading resources available and it is necessary to curate and assess their suitability for young children. It is also helpful to categorise them according to the children's reading confidence level.

Filos' Reading Room materials come from various resources, such as:

- Public Libraries
- Various websites offering free downloads or viewing
- Book donation from various individuals
- Volunteers' own resources, with approval from Programme Coordinator

Please refer to Appendix E for the curated list of online reading resources.

4. HOW TO RUN FILOS' READING ROOM ONLINE

To recap, Reading Room Online is run on a weekly basis for half an hour. The short duration for online sessions aims to reduce screen time for the children and cater to their shorter attention span for reading. This frequency maintains a good balance between the children's other activities and classes, while maintaining a consistent schedule.

The preferred online platform we use is the paid version of Zoom and we set up a recurring meeting every Friday that uses the same Zoom link.

The key functions of Zoom that are essential for running Reading Room Online are:

- Breakout Rooms
- Screen Sharing (for all participants)

However, feel free to use any other video conferencing platform with similar functions that the organisation, clients and volunteers are comfortable and/or familiar with.

4.1. Preparing the Schedule

Since one volunteer is matched with one or two children, it is helpful to prepare the schedule ahead of time and share it with the volunteers. A WhatsApp group chat is



set up with all volunteers for easier communication of updates and sending of the Zoom link.

This will give them sufficient time to find suitable reading material for the child/children they are matched with. We recommend sharing it with the volunteer group chat at least 3 days before the session.

Where possible, it is also important that the same volunteers are matched with the same children each week so they can build rapport and the volunteers can keep up with the progress of the child.

This is an example of the schedule prepared for Filos' Reading Room Online:

1 January 2024		
Student	Volunteer	Remarks
K1 - Adam	Marie	Can't read yet
P1 - John	Matthew	
K2 - Eliza	Sarah	
P1 - Declan	Sam	
P2 - Steph	Chloe	

4.2. Engaging the Parents/Guardians

On the morning of the session, we find it helpful to send the children's parents/guardians a reminder of the session and to get them to confirm their attendance for the session.

Often, the parents/guardians of the children are occupied with work or other caregiving needs and may not remember about the session or to inform us if their child is unable to attend. By reminding them in the morning, it gives us ample time to inform volunteers if the child they are matched with is unable to attend the session and they can free up their time.

This is an example of the reminder message sent to parents/guardians:

"Good morning [parent name]! Gentle reminder that [child/children's name] have Reading Room on Zoom today from [time] to [time]."

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Topic: Reading Room 2024

Join Zoom Meeting

[zoom link]

Meeting ID: [ID number]

Passcode: [passcode]

Please confirm if they are attending today's session. Thank you :)"

4.3. Facilitating the Session on Zoom

The Programme Coordinator should start the Zoom session at least 10 minutes before so there is sufficient time to set up the Breakout Rooms.

If there are any new volunteers or children joining the session for the first time, admit them to the session 5 minutes before so that they can test their audio and video.

Manually assign the children and volunteers to their Breakout Rooms as and when they arrive so they can start punctually.

Take note to ensure that Screen Sharing is enabled for participants so that the volunteers can share their screen to show the children the book that they are reading.

At the end of the session, children and volunteers may leave the Zoom when they are done.

For detailed instructions on how to set up a session on Zoom, please refer to Appendix F.

4.4. Programme Evaluation

Pre and post evaluation is conducted at the start and at the end of the programme each year.

The evaluation is adapted from the Elementary Reading Attitude Survey by McKenna and Kear (1990).

Please refer to Appendix G for the evaluation scoring sheet.

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5. HOW TO RUN FILOS' READING ROOM SPECIAL

Reading Room Special is run on the first Friday of each month for one hour onsite. Besides the main objective of cultivating a love for reading, Reading Room Special also aims to build awareness of healthy habits in socialisation, nutrition, physical activity and sleep through stories. A key health message is shared during the storytelling and reinforced during the activity segment.

5.1. Session Themes

There is a different theme each month based on the key health pillars of Project P.E.E.R (Play, Eat, Exercise, Rest):

Play = Socialisation

Eat = Nutrition

Exercise = Physical Activity

Rest = Sleep

Please refer to the table below for an example of the themes in 2024:

Month	P.E.E.R	Health Themes	Key Message
Jan	Play	Healthy Mind, Happy Mind	I can be a good friend!
Feb	Eat	Healthy Food Routines	I can choose healthy food
Mar	Rest/Play	Managing Technology	Look up from your screen!
Apr	Exercise	Active Play	It is fun to exercise with others
May	Eat	Healthy Mealtimes	Mealtimes can be fun
Jun	Play	Family Connection	It is fun to spend time with family & friends

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Jul	Eat	Healthy Food Routines	I know how much food is enough for my tummy
Aug	Rest	Restful Sleep	Sleeping enough keeps me healthy
Sep	Exercise	Active Play	Let's go out and play!
Oct	Rest	Healthy Mind, Happy Mind	Big feelings are OK!
Nov	Play	Family Connection (Intergenerational)	Spending time with family is important
Dec	Exercise	Active Play	Let's have fun together

5.2. Session Structure

Besides the storytelling component in the Reading Room Special session, there is also a hands-on activity portion and a show-and-tell segment to help children reinforce what they have just learned.

Each session is structured as such:

- 10 min: Introductions and icebreaker game for the children to get to know each other and the volunteers.
- 10 min: Storytelling of a relevant health-themed story that can be chosen by the volunteers but vetted by the Programme Coordinator.
- 25 min: Hands-on activities such as crafts, games or quizzes that help children reinforce what they just learnt in the story.
- 15 min: Show-and-Tell of their reflections or learnings from the session. This gives them more confidence to share about these health messages with their own community.

5.3. Session Planning

Volunteer groups plan the session according to the above structure and themes. However, they do need close guidance to ensure that the key messages are shared correctly.

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As a guideline, we recommend that volunteers share their proposal at least 2 months ahead of the session to give the Programme Coordinator sufficient time to review and provide feedback on their plan.

Volunteers should also arrive for the session half an hour before it begins to prepare for the session.

Please refer to Appendix H for the Volunteer Planning Proposal Template and Appendix I for an example of a session planned by a volunteer group.

5.4. Engaging the Parents/Guardians

As the Reading Room Special sessions only happen once a month, it is recommended for Programme Coordinator to send parents/guardians a reminder of the upcoming session at least 3 to 5 days in advance. This gives them enough time to plan their schedule to bring their children onsite for the session.

A second reminder on the morning of the session is helpful for us to gauge the number of children attending that session.

6. INSIGHTS FROM THE GROUND

The programme has now been running for a few years and in this section, we will share some insights we have learned from this experience.

6.1. Challenges & Takeaways

- Navigating through digital platforms may be a challenge for some volunteers running Filos' Reading Room online. Volunteer training on the Zoom or other digital platform may be necessary at the initial stage.
- As volunteers may come from varying backgrounds and experience, some may find handling children can be a challenge. It is helpful to support volunteers by coordinating free training on common topics such as classroom management, effective communication, children engagement, etc periodically.



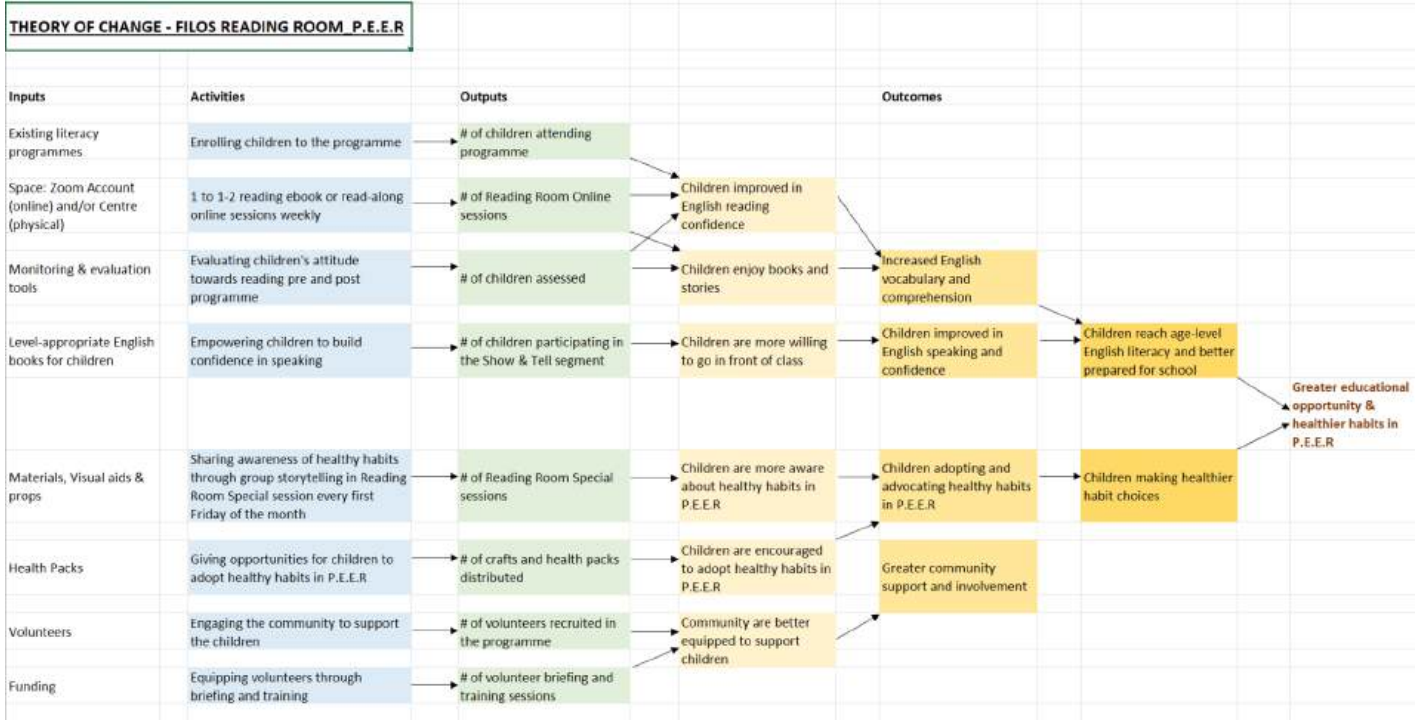
- Recruiting group volunteers to run Filos' Reading Room Special is not as easy so it would be helpful to approach the SGCares Volunteer Centre (VC) in your area for assistance.
- Aside from potential common IT issues, it can be more difficult to manage children on screen. Some community partners have tried to run Filos' Reading Room Online in physical form and it works as well.

6.2. Future Exploration

To better measure the impact and effectiveness of the programme, we will be looking into programme evaluation involving a broader set of metrics including parent engagement and confidence, volunteer engagement and satisfaction among others.



Appendix A - Theory of Change




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Appendix B - Role Description of Volunteers



Role Description: Teacher / Storyteller (The Reading Room)

Our Organisation

Filos Community Services was founded in 2004. We are a not-for-profit Social Service Agency and Charity that focuses on building the strengths of the community we live in. We work towards empowering individuals and families to live more fulfilling, meaningful and happier lives.

Whether it is equipping young families with parenting skills, shaping character in children, educating our youth, helping the elderly age in place with grace, or assisting the financially needy, our programmes and services have something for all ages.

The Reading Room

The Reading Room is a weekly reading programme to support literacy in young children from vulnerable backgrounds. The programme aims to cultivate a love for reading through storytelling.

a) Beneficiaries

- Young children (4-9 years old) from vulnerable backgrounds living in Bedok town

b) Volunteer's Role


- To teach and guide young children from vulnerable backgrounds in reading
- To cultivate the love of reading through storytelling and literacy activities

c) Volunteer's Responsibilities

- Conduct online reading programme weekly on every Friday from 4.00pm to 4.30pm
- Be involved in preparing English story material every week to read to the children
- Engage the children in an inspiring and nurturing manner
- Provide updates of the children's reading progress and address their educational and developmental needs

d) Role Requirements

- At least 15 years old. Retirees, students and homemakers are also welcome to join us.
- Proficient in the English Language
- Able to navigate the online platform, Zoom
- Required to sign the Confidentiality Consent Form



Date, Time & Venue:

- Every Friday, 4.00pm to 4.30pm
- Online - via Zoom

Other Areas to Note

1. Confidentiality: Safeguard the privacy and confidentiality of the beneficiaries' data and/or any details which you may be exposed to for this programme. Do not share their details with any parties without prior consent from Filos.
2. Safety: Consider the age-appropriateness and safety of children at all times while conducting the online class.
3. Sharing & Boundaries: While we encourage open communication between the beneficiary and volunteer, please be mindful not to impose your views on the beneficiary. Do not play the role of counsellor or nurse. Please refer the beneficiary to our staff should they approach you with personal problems unrelated to the Reading Room programme. Do also take note to **not** give out your personal contact to students or contact them outside the programme (including social media platforms like Facebook or Instagram).
4. Dress Code: Dress appropriately during the online sessions. To avoid revealing clothes like singlets etc.
5. Advance Notice: We value your commitment. Should there be any changes to your availability, do let us know preferably 1 month in advance to help us in our planning. If you are unwell, do rest and let our staff know at least 1 day in advance to make alternative arrangements.
6. Refer to the Volunteer Handbook for other important information.

Commitment Period

- Able to commit weekly for at least 6 months
- Should you wish to exit the programme, please inform your Volunteer Coordinator / Programme Coordinator at least one month before your exit date

Appendix C - Volunteer Guide for Reading Room Online

Link to PDF:

https://drive.google.com/file/d/17jpZl6_DH4b-bvfZB7tMZvmre5xxryMq/view?usp=drive_link


VOLUNTEER GUIDE FOR FILOS' READING ROOM PROGRAMME

What is your role as a volunteer?

- Read to young children from vulnerable backgrounds
- Cultivate a love for reading through fun and engaging storytelling.

HOW TO ENGAGE THE CHILDREN
Based on their confidence in reading

NOT CONFIDENT YET	GAINING CONFIDENCE	CONFIDENT
BEHAVIOURS YOU MIGHT OBSERVE		
<ul style="list-style-type: none"> Easily distracted from the screen May not be able to answer questions about the story. Might be able to identify alphabets but not words. 	<ul style="list-style-type: none"> Might mumble some words as you read. May identify some words in the story that they recognise. Able to respond to questions about the story. 	<ul style="list-style-type: none"> Able to read simple sentences with some assistance. May stop reading when faced with unfamiliar words. Able to comprehend the story and engage with it.
SUGGESTED WAYS TO ENGAGE WITH THEM		
<ul style="list-style-type: none"> Volunteer reads the whole story. Read in a lively way to catch their attention. Draw their attention to illustrations in the story e.g., "what animals can you see here?" Relate the story to them e.g., "do you like to play ball too?" 	<ul style="list-style-type: none"> Volunteer reads the whole story. Point your mouse at the words as you read. Let them read any words they recognise. Pique their curiosity by asking them what they think happens next in the story. 	<ul style="list-style-type: none"> Volunteer reads most of the story, but allow the child to read some parts that they are confident in. No need to force them to read if they are unable/unwilling to. Discuss the story with the child and encourage them to share their thoughts on the story.
EXAMPLES OF SUITABLE BOOKS <i>You can preview these books by searching on YouTube</i>		
<ul style="list-style-type: none"> The Very Hungry Caterpillar by Eric Carle 	<ul style="list-style-type: none"> Llama Llama Red Pajama by Anna Dewdney 	<ul style="list-style-type: none"> The Smartest Giant in Town by Julia Donaldson

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VOLUNTEER DO'S & DON'TS

DO'S	DON'TS
<ul style="list-style-type: none"> Be sincere, positive and non-judgemental in your interactions Respect their confidentiality and privacy Be sensitive to differences in race, religion and culture Turn on your camera and ensure you are appropriately dressed 	<ul style="list-style-type: none"> No photos/videos are allowed No exchanging of contact numbers/social media handles Do not impose your personal beliefs on them Do not invite others who are not Reading Room volunteers to join the Zoom with you

TIPS FOR ENGAGING CHILDREN ONLINE

<p>Create interactions</p> <ul style="list-style-type: none"> Use questions to get their attention and keep them engaged. Give them a choice of 2-3 books. If they can't read, invite them to follow along the story by doing certain actions. 	<p>Be lively and energetic</p> <p>Read the story with enthusiasm so that even over the screen, the child can feel the excitement of reading.</p> <ul style="list-style-type: none"> Vary your tone according to the story. Feel free to be slightly dramatic when reading.
<p>Choose the right book</p> <ul style="list-style-type: none"> Books with eye-catching visuals that clearly illustrate the story will help them follow along. For younger children with shorter attention spans, two short stories will be better than one long story. 	<p>Positive feedback</p> <p>Give lots of praise and encouragement to motivate the children during the reading session. For example:</p> <ul style="list-style-type: none"> "You tried to read a new word today, that's great!" "Good job on finding all the hidden objects in the story!"

QUESTIONS?
Feel free to check with your programme coordinator :)

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Appendix D - Volunteer Guide for Reading Room Special


VOLUNTEER GUIDE FOR FILOS' READING ROOM PROGRAMME

What is your role as a volunteer?

- (1) Read to young children from vulnerable backgrounds
- (2) Cultivate a love for reading through fun and engaging storytelling.









HOW TO ENGAGE THE CHILDREN
Based on their confidence in reading

NOT CONFIDENT YET	GAINING CONFIDENCE	CONFIDENT
BEHAVIOURS YOU MIGHT OBSERVE		
<ul style="list-style-type: none"> Easily distracted from the screen May not be able to answer questions about the story. Might be able to identify alphabets but not words. 	<ul style="list-style-type: none"> Might mouth some words as you read. May identify some words in the story that they recognise. Able to respond to questions about the story. 	<ul style="list-style-type: none"> Able to read simple sentences with some assistance. May stop reading when faced with unfamiliar words. Able to comprehend the story and engage with it.
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<ul style="list-style-type: none"> Volunteer reads the whole story. Read in a lively way to catch their attention. Draw their attention to illustrations in the story e.g., "what animals can you see here?" Relate the story to them e.g., "do you like to play ball too?" 	<ul style="list-style-type: none"> Volunteer reads the whole story. Point your mouse at the words as you read. Let them read any words they recognise. Pique their curiosity by asking them what they think happens next in the story. 	<ul style="list-style-type: none"> Volunteer reads most of the story, but allow the child to read some parts that they are confident in. No need to force them to read if they are unable/unwilling to. Discuss the story with the child and encourage them to share their thoughts on the story.
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DEAR VOLUNTEERS,

INTERACTING WITH BENEFICIARIES

DO'S	DON'TS
<ul style="list-style-type: none">  Be appropriately and modestly dressed  Respect confidentiality and privacy  Be positive, sincere and non-judgemental  Be sensitive to differences in race, religion and culture. 	<ul style="list-style-type: none">  No photos or videos of beneficiaries  Do not exchange contact numbers or social media handles  Do not give any gifts/snacks without checking with the staff first.  Do not administer medication even if requested  Do not impose your personal beliefs on them

WHEN AT FILOS

DO'S	DON'TS
<ul style="list-style-type: none">  Be punctual. Inform us prior if there are any changes to your schedule  Keep the area tidy. Clean up after your session (e.g. clear eraser dust and whiteboard)  Speak softly. Be considerate to others sharing the space  Return items to their original places (e.g. books, stationery, chairs) 	<ul style="list-style-type: none">  Do not come if you are unwell, and inform us as soon as possible  Do not dispose of any food waste in the centre. Please throw them outside before entering.  Do not consume any food, sweets or beverages in the centre. Only plain water please.

When in doubt, please approach any of the Filos staff for clarification. 



Appendix E - Curated E-book List

There are many free e-books available online and we have curated a list of suitable and appropriate books here:

https://docs.google.com/spreadsheets/d/1AIO4Daj5farCKiFuUSOZgJJ7G1xtIW8Crq10_9VjpPk/edit?usp=sharing


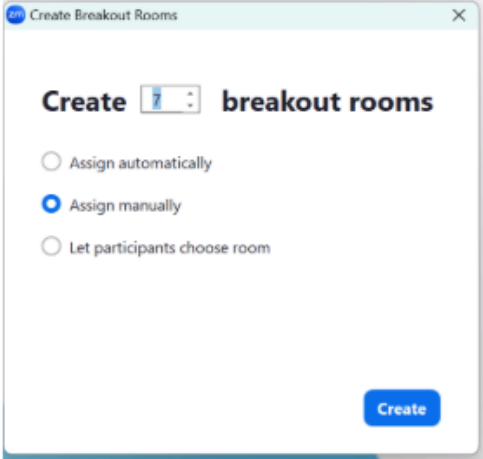
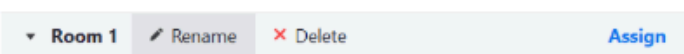
If volunteers wish to choose their own books, it would be good for the Programme Coordinator to be informed ahead of time.

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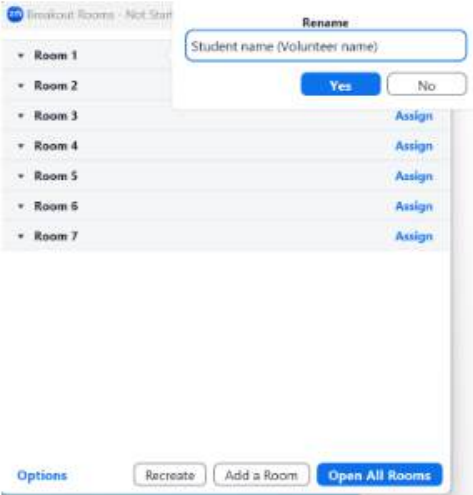
Appendix F: Details on Setting up Zoom Meeting

Setting up the Zoom meeting	
1	<p>Programme Coordinator is usually the host of the Zoom meeting, so they will start the meeting:</p> <ul style="list-style-type: none"> - Start the meeting 10-15 minutes before the actual session to set up - For new volunteers or children, admit them 5-10 minutes early so they can test their Zoom functions.
2	<p>Set up Breakout Rooms first</p> <p>Click Breakout Rooms . (or More > Breakout rooms)</p>
3	<ul style="list-style-type: none"> - Enter the number of breakout rooms you want to create, with one breakout room for each group of volunteers and students. - Create extra 1-2 breakout rooms in case of technical glitches or additional students and volunteers join - Select "Assign manually" - Click "Create" 
4	<ul style="list-style-type: none"> - Rename each breakout room using this naming convention [Student name (Volunteer name)] by hovering beside the room number and selecting "Rename" 

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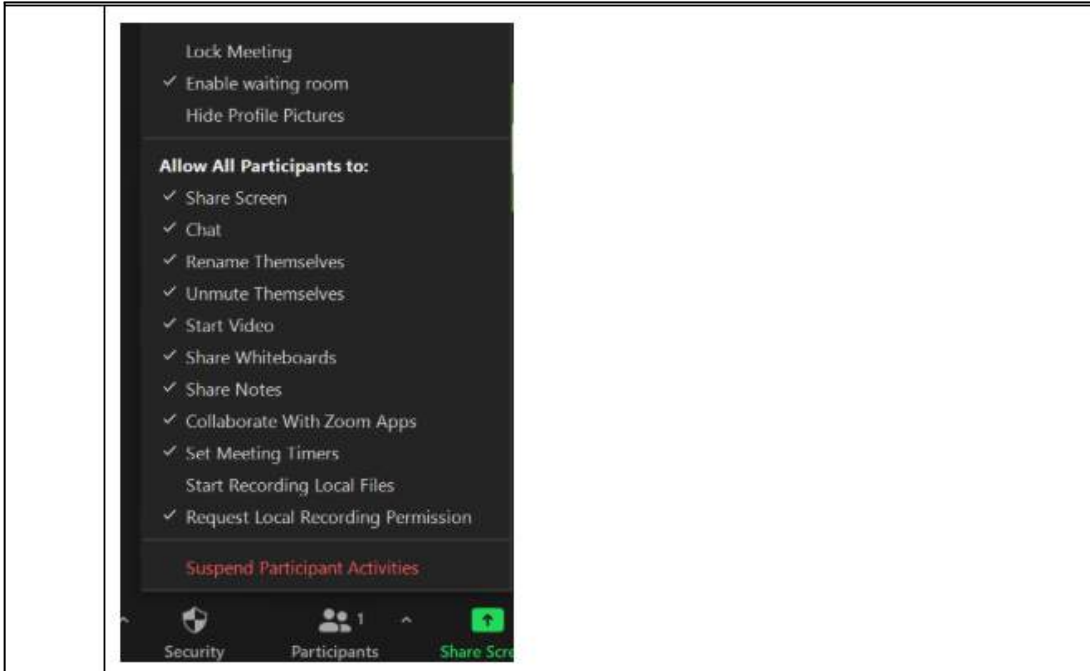
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5	<p>Once rooms have been named, click on "Open All Rooms" to start the breakout sessions</p> <p>Note: Once "Open All Rooms" has been clicked, you will not be able to add new rooms or rename the rooms.</p> <p>Both the host and any co-hosts can assign participants to breakout rooms after the rooms have been opened.</p>
6	<p>Ensure the following features under "Security" are enabled:</p> <ul style="list-style-type: none"> - Enable waiting room - Share Screen - Rename themselves - Unmute themselves - Start video

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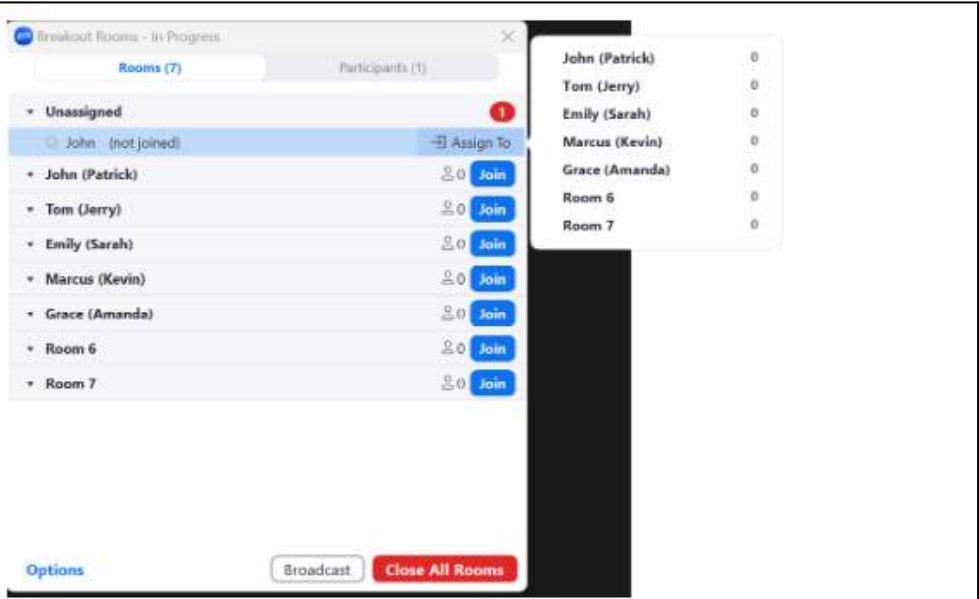


During the Session	
1	Admit the students and volunteers 5 minutes before the start of the session into the meeting and assign them to their respective breakout rooms.

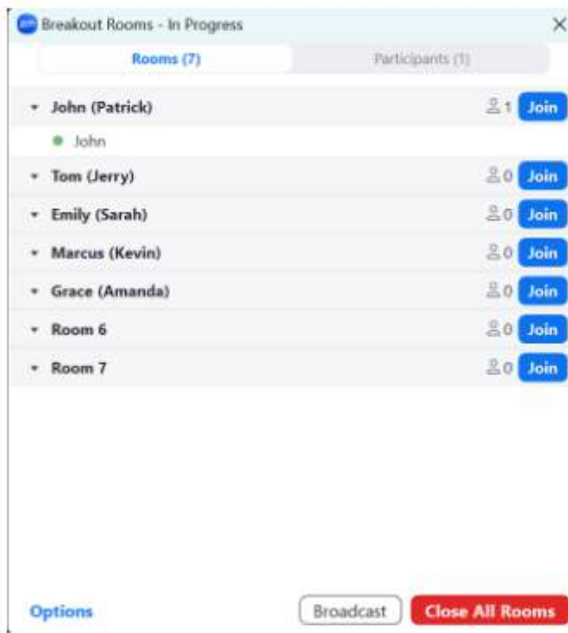
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- View those who have joined the breakout rooms
- Click "Join" to enter the breakout rooms



2

The Programme Coordinator can join the breakout rooms during the session to check

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	<p>on the volunteers/students and/or to address any technical issues.</p> <p>It is recommended to turn off your camera and microphone while doing so to avoid distracting the children when you join the room.</p>
Ending the Session	
1	<p>Once the time is up, students and volunteers can leave the Zoom meeting.</p> <p>Check the breakout rooms to ensure everyone has left before clicking on "End Meeting" in the bottom-right corner.</p>

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Appendix G - Programme Evaluation





















(a) Student's Copy

Filos Reading Room Evaluation Form

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book at home on a rainy day?				
2. How do you feel when you read a book in school during free time?				
3. How do you feel about reading for fun at home?				
4. How do you feel about getting a book for a present?				
5. How do you feel about spending free time reading a book?				

Page 1

6. How do you feel about starting a new book?				
7. How do you feel about reading during school holidays?				
8. How do you feel about reading instead of playing?				
9. How do you feel about going to a bookstore?				
10. How do you feel about reading different kinds of books?				

Based on the Elementary Reading Attitude Survey (ERAS) by McKenna & Kear (1990), this survey has been adapted to measure the reading attitudes of clients in Filos's Reading Room Programme.
Source: McKenna, M., & Kear, D. (1990). Measuring attitude toward reading: A new tool for teachers.

Page 2

(b) Google Form for Volunteers to submit evaluation results:



Reading Room Programme Evaluation Form

Based on the Elementary Reading Attitude Survey (ERAS) by McKenna & Kear (1990), this survey has been adapted to measure the reading attitudes of children in Filos' Reading Room Programme.

Directions for Use

The form consists of 10 items, each presents a brief, simply worded statement about reading, followed by four pictures designed to depict a different emotional state, ranging from very negative to very positive.

The children will have a copy of the form

here: <https://drive.google.com/file/d/1mMpYgSMBvINr9ZO20dtpnskeD4fhgu51/view?usp=sharing>

If face-to-face, the student should have a physical copy of the form. If on Zoom, the form should be shared on the screen.

Please input their corresponding responses in this Google form.

Administration

Begin by telling the child that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Point to the picture on the far left of the first question. Discuss with the child the mood the character seems to be in (*very unhappy*). Then move to the next picture and again discuss the mood (this time, *a little upset*). In the same way, move to the third and fourth pictures and talk about the moods shown: *a little happy* and *very happy*. It is helpful to point out the position of the *mouth*, especially in the middle two figures.

Explain that, together, you will read some statements about reading and that the child should think about how they feel about each statement. They should then choose the picture that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as the character might respond)! Read each item aloud slowly and distinctly with a neutral emotion, then read it a second time while the child is thinking.

Source: McKenna, M., & Kear, D. (1990). *Measuring attitude toward reading: A new tool for teachers*.

intan@filos.sg [Switch account](#)

Not shared

* Indicates required question

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Child Name *

Your answer

Child Age on this year's birthday *

Your answer

1. How do you feel when you read a book at home on a rainy day? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

2. How do you feel when you read a book in school during free time? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

3. How do you feel about reading for fun at home? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

4. How do you feel about getting a book for a present? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

5. How do you feel about spending free time reading a book? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

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6. How do you feel about starting a new book? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

7. How do you feel about reading during school holidays? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

8. How do you feel about reading instead of playing? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

9. How do you feel about going to a bookstore? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

10. How do you feel about reading different kinds of books? *

	1	2	3	4	
Very Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

Volunteer or Staff Name *

Your answer

Name of Beneficiaries' Organisation *

Your answer


Submit

Clear form

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Pre Evaluation	
1	<p>Pre Evaluation is usually done after at least one or two sessions with the students.</p> <div style="text-align: center;">  </div> <p>Share screen to show the Student's Evaluation Sheet on the screen.</p> <p>Input the students' response into the Google Form. .</p>
Post Evaluation	
2	<p>This will be conducted with the same form at the end of the year or at the end of the programme, whichever is earlier.</p> <p>Input the students' response into the Google Form as well.</p>



Appendix H - Volunteer Planning Proposal Template

As of 1 Apr 2024



Filos Project Planning Template

To be completed and sent to Filos Volunteer Manager/ Programme Coordinator for review before confirmation of activity slot booking.

Title of Project:	
Group Members: <i>Please indicate Project Leader with "PL"</i>	
<u>For volunteer projects with 4 or fewer sessions</u> Project Date(s) / Time: e.g. <ul style="list-style-type: none"> - 21 Nov 2023, 3pm - 4pm - 28 Nov 2023, 3pm - 4pm 	
<u>For regular projects to be held over more than a month</u> Period: e.g. Every Wed during Jan - Mar 2024 Time: e.g. 3pm - 4pm Duration: e.g. 1 hour per session	
Project Objective(s): <i>I.e. Describe the objectives you hope to meet through the volunteering activity/activities.</i>	
Session Outline: <i>I.e. Provide details of the proposed volunteering activity/activities.</i>	
Research and Understanding: <i>I.e. Briefly explain any research conducted to understand the objectives and the proposed activity's relevance in meeting the objectives.</i>	<i>Please include sources or references used during your research.</i>
Project Timeline:	
Resources Required: <i>(e.g. Budget, resources, equipment)</i>	

As of 1 Apr 2024

<p><i>As Filos is a non-profit organisation, we would greatly appreciate it if volunteers can sponsor any additional materials required for your activity.</i></p>	
<p>(Optional) Any other Information / Comments?</p>	

For Filos Staff Use:

- Received by: _____
- Department: **IN REVIEW** If you chose 'Others', please indicate: _____
- Status of Submission: **IN REVIEW**
- Reason for rejection / review: _____

Remarks:

<p><u>General Session Breakdown for Green Spot and Reading Room Special:</u></p> <p>10 min Intro + Icebreaker</p> <p>10 min Education / Story:</p> <ul style="list-style-type: none"> • Educate and share factual information in a simple and child-friendly way • For Reading Room Special, this is done through storytelling <p>25 min Craft / Activity:</p> <ul style="list-style-type: none"> • Hands-on activities that help children apply what they just learnt <p>15 min Show+Tell / Reflection:</p> <ul style="list-style-type: none"> • Children share with the volunteers or the class their reflections or learning from the activities
--

<p><i>As Filos is a non-profit organisation, we would greatly appreciate it if volunteers can sponsor any additional materials required for your activity.</i></p>	
<p>(Optional) Any other Information / Comments?</p>	

For Filos Staff Use:

- Received by: _____
- Department: IN REVIEW If you chose 'Others', please indicate: _____
- Status of Submission: **IN REVIEW**
- Reason for rejection / review: _____

Remarks:

<p><u>General Session Breakdown for Green Spot and Reading Room Special:</u></p> <p>10 min Intro + Icebreaker</p> <p>10 min Education / Story:</p> <ul style="list-style-type: none"> • Educate and share factual information in a simple and child-friendly way • For Reading Room Special, this is done through storytelling <p>25 min Craft / Activity:</p> <ul style="list-style-type: none"> • Hands-on activities that help children apply what they just learnt <p>15 min Show+Tell / Reflection:</p> <ul style="list-style-type: none"> • Children share with the volunteers or the class their reflections or learning from the activities
--

Appendix I - Example of a Session Plan by a Volunteer Group

Filos Project Planning Template

To be completed and sent to Filos Volunteer Manager/ Programme Coordinator for review before confirmation of activity slot booking.



Title of Project: <u>Filos</u> Reading Room - Healthy mealtimes	
Group Members: <i>Please indicate Project Leader with "PL"</i>	<ul style="list-style-type: none"> - Ann (PL), - Bev (PL), - Charlie (Game master) - Delta (IT) - Eva (Game master) - Fin (Time keeper) <p>-Storytellers/speakers (Everyone takes turns speaking)</p>
<p><u>For volunteer projects with 4 or fewer sessions</u></p> <p>Project Date(s) / Time: - 3 May 2024, 4pm - 5pm</p> <p><u>For regular projects to be held over more than a month</u></p> <p>Period: - Time: - Duration:-</p>	
Project Objective(s): <i>I.e. Describe the objectives you hope to meet through the volunteering activity/activities.</i>	We hope to inspire the children to gain an interest in literacy while also encouraging them to create healthy mealtime habits. We would also like to experience teaching and reading to the children.

<p>Project Description: <i>I.e. Provide details of the proposed volunteering activity/activities.</i></p>	<p>1. Ice-Breaker game - (What Am I) How to <u>play</u>: Write vegetable/ fruits names on index cards and tape one to each person's forehead, reminding them not to look. In pairs, sit in a circle and take turns to ask yes or no questions to guess the vegetable/fruit. If they manage to guess it, they win a prize. We will also participate in the game and encourage everyone to speak up.</p> <p>2. Storytelling -The hungry caterpillar (as a bad example to show to the children) The book is about a caterpillar who gobbles up food and does not pace <u>himself, which</u> makes him feel unwell afterwards. It is Similar to how in real life we may also overeat during meals, causing us to feel bloated and sick, which could be very bad for our health if we continue. (<u>Bad</u> example) In the end, he eats a single leaf and feels satisfied. This results in him transforming into a beautiful butterfly (a better version of himself). Therefore, we learn the importance of healthy eating habits and that we have to practise self-control from this story. (<u>Moral</u> of the story)</p> <p>3. Arts and crafts/hands on activities - Each person will be given a paper with the mealtime schedule printed on, Fruits/vegetable/meat/bread cutouts and glue. - They can then paste their cutouts onto their mealtime schedule that they can bring home. We've decided to focus on this activity in particular.</p> <p>4. Reflection for the children We will give the children chances to share their healthy mealtime schedule to the rest. Afterwards, they can share one thing they've learnt to the person sitting next to them.</p> <p>Extra: Using stickers to reward them</p>
---	---

<p>Research and Understanding: <i>I.e. Briefly explain any research conducted to understand the objectives and the proposed activity's relevance in meeting the objectives.</i></p>	<p>The theme is healthy mealtimes which also means having a regular eating schedule. Research shows it is best to eat every 3 to 4 hours in order for our stomach to optimally digest. So ideally, breakfast should be around 6-9am, <u>lunch</u> at 12-2pm and dinner at 6-7pm. This way, you can pace yourself and allow the food to digest properly before eating the next meal.</p> <p>In between mealtimes, when feeling hungry, you can eat snacks but should be no more than three snacks per day.</p> <p>Another is eating healthy. Meals should have all the nutrients required for the body, such as various minerals and vitamins, protein, fats, carbohydrates and dietary fibre. (Show examples of foods which contain the specific nutrients) They should also drink at least 8 cups of water per day to stay hydrated. For example, eating carb-rich foods like oatmeal for breakfast. It not only gives the body more energy but also keeps you feeling fuller for longer. While having protein for lunch gives you more energy to keep going. Having <u>self control</u> is also important in terms of snacking, like the amount and type of snacks you eat.</p> <p>(Source: https://wellbeing.jhu.edu/blog/2022/12/09/timing-is-everything-why-eating-on-a-regular-schedule-supports-overall-well-being/)</p>
<p>Project Timeline:</p>	<p>11 March - 31 March</p> <ul style="list-style-type: none"> - Preparing the slides (Introduction, scanning the <u>storybook, instructions</u> for the activities planned) - Buying supplies needed (paper, stickers) <p>1 April - 30 April</p> <ul style="list-style-type: none"> - Making the food cutouts and drawing out the mealtime schedule - Preparing the cards for the ice breaker game <p>3 May</p> <ul style="list-style-type: none"> - Carry out activity at <u>Filos Office</u> (4-5pm)
<p>Resources Required: <i>(e.g. Budget, resources, equipment)</i></p> <p><i>As <u>Filos</u> is a non-profit organisation, we would greatly appreciate it if volunteers can sponsor any additional materials required for your activity.</i></p>	<ul style="list-style-type: none"> - A projector - HDMI cable

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(Optional) Any other Information / Comments?	
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For Filos Staff Use:

- Received by: _____
- Department: IN REVIEW If you chose 'Others', please indicate: _____
- Status of Submission: **IN REVIEW**
- Reason for rejection / review: _____

Remarks:
