

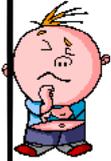


LET'S MAKE
SINGAPORE
OUR GARDEN

A Trip to Sungei Buloh Wetland Reserve



What are the features of Governance?



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What is the meaning of 'Anticipating Change and Staying Relevant'? Why is this important to Singapore?

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In your own opinion, how do you think our government decides on policies and implements them?

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Video Activity: Discussion Questions

Annex 1b

What is the concept of the City in A Garden? (Hint: Listen to the corporate video...)

Who is NParks? What is their role?

How much money does it take to maintain Sungei Buloh? What are the budget constraints?

What is BIODIVERSITY? Why is it important?



Do you know that Sungei Buloh was destined to be a

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Sungei Buloh to create more buzz

SM unveils masterplan for reserve that brings back fond memories

As a boy, Senior Minister Goh Chok Tong would wade in the muddy ponds of Sungei Buloh, trying to catch prawns with his bare hands or with a scoop.

His relative operated one of the prawn farms in the area which have since made way for the 130ha Sungei Buloh Wetland Reserve. 'It was all very exciting, especially eating steamed prawns and prawn fritters for dinner,' he recalled.

He was speaking yesterday at the reserve's 15th-anniversary celebrations, where he also unveiled new proposals for the area, which is home to mangroves, migratory shorebirds and wildlife such as mudskippers.

The draft masterplan will see the reserve being divided into four zones. In those designated as medium to high activity, facilities such as floating boardwalks, outdoor classrooms and a children's play area will be built.

Access to the other two zones will be kept minimal, possibly requiring the accompaniment of certified nature guides or limited only to researchers.

There are plans, too, to 'integrate the surrounding areas so that visitors will be able to enjoy the facilities right from the

To strengthen the park's educational efforts, the visitor centre will be upgraded to include a new lookout tower for birdwatchers, meeting rooms and dormitory-style accommodation for research groups.

Mr Wong said some research requires overnight work, while other researchers could stay the night to prepare for early activities the following day.

A working group, with members from the Nature Society, Singapore Environment Council and national water agency PUB among others, is finalising the concept plan, which should be ready in a year's time.

Construction work is expected to start in 2010 and end by 2013.

There are no cost estimates yet and the park hopes to double the number of visitors to 200,000 a year with the new masterplan.

The park is open from 7.30am to 7pm on weekdays and 7am to 7pm on Sundays and public holidays. Admission is free except on Saturdays, Sundays, public holidays and school holidays when adults pay \$1, and kids, students and seniors 50 cents.

Visitors from Kranji MRT Station can take SMRT bus service 925 and alight at Kranji

Kranji area to Sungei Buloh', said Mr Wong Tuan Wah, director of conservation at the National Parks Board, which runs the reserve.

A footpath access from Kranji Dam will be enhanced with amenities such as shelters, allowing visitors to use an alternative entry point instead of the main one at Neo Tiew Crescent.

Reservoir carpark to take a 15-minute walk to the reserve. The bus stops at the reserve's entrance on Sundays and public holidays.

Gracia Chiang
The Sunday Times
7 December 2008

Information Sheet & Checklist of Mangrove Fauna & Flora Annex 4a & 4b

Please download this information from the following link:

- http://www.nparks.gov.sg/cms/index.php?option=com_content&view=article&id=193&Itemid=174

Explore the Nature Gallery, Mangrove Boardwalk & Mangrove Arboretum.

1. Describe the conditions in the mangrove habitat.

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2. Describe a few ways in which the animals in this habitat have adapted themselves to living in this habitat.

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3. The most common tree found in this habitat is the

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4. Name two features it has developed to help it adapt to the harsh conditions found in the mangrove swamp.

i)

ii)

5. Why are the mangrove trees so important to the animals that live here?

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6. What can happen to the coastline if the mangrove swamps are destroyed?

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7. What uses have man found for the mangrove trees?

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8. Construct a food chain based on some of the animals and plant you have found.

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What are the challenges of land scarce Singapore?

Why do you think the Singapore government is willing to develop Sungei Buloh?



What are the advantages of keeping Sungei Buloh?

What are the disadvantages of keeping Sungei Buloh?
E.g. Costs

**Introduction:**

You are visiting delegates from Indonesia. You have been assigned by your government to develop a natural wetland reserve. And as part of the Indonesian delegates visiting Sungei Buloh for the first time, make sure you take sufficient photographs during the walkabout.

Your Roles are:

1. Understand the development of Sungei Buloh.
2. Learn how the Singapore government caters to the needs of the people as well as the challenges of a globalised city state.
3. Comprehend the reason/s behind the Singapore government's decision to develop and sustain Sungei Buloh.

Your Task:

At the end of your visit to Singapore, you are to complete a report on your findings. Make use of the given template to organise and craft your report.

**Task Requirements**

In your report, be sure to include the following:

1. Highlight the natural constraints of Singapore. (e.g. Physical constraints)
2. Identify Singapore's government vision of making Singapore a "City in the Garden".
3. Draw attention to how the government overcomes constraints and balance the needs of the people as well as practical concerns as a nation. (You can bring up the aspect of 'Governance: Anticipating Changes, Staying Relevant' here.)
4. Come up with suggestions on how the Indonesian government can learn as well as collaborate with the government as well as the National Parks Board.

Some useful questions to guide your team:

1. What are the objectives of Sungei Buloh?
2. Who is the organisation behind the conservation and preservation of Sungei Buloh?
3. Why did the Singapore government decide to develop a wetland reserve in Singapore?
4. What are the costs of developing a wetland reserve in land-scarce Singapore?

5. What are the advantages of keeping and sustaining Sungei Buloh?
6. What are plans for the future of Sungei Buloh?

Process:

Assigning specific roles for each member of the team

Example

1. Group Leader (Lead and co-ordinate)
2. Scribe (Record information)
3. Photographer (Take photos)
4. Researcher (Search for information on the history, flora and fauna, what to look out for at the parks etc.)
5. Map reader (if your team is carrying out the task without a guide)

Websites:

1. <http://www.sbwr.org.sg>
2. <http://www.wildsingapore.com/places/sbwr.htm>
3. <http://www.ecologyasia.com/html-loc/sungei-buloh.htm>
4. <http://www.naturia.per.sg/buloh/>
5. <http://www.ulusingapore.com/gbbuloh.htm>
6. <http://www3.ntu.edu.sg/home/cfcavallaro/SungeiBuloh/index.htm>

Sample of Report on the success of the Singapore's
government maintaining a wetland reserve

The Singapore government has managed to...

[List down the achievements or success of the government in maintaining a wetland nature reserve despite the constraints in Singapore.]

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It is the Singapore's government vision to...

[Write down the Singapore's government reasons behind the vision of a Garden in the City.]

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The Singapore government is able to achieve this success due to...

[Reasons for the success of the Singapore government in sustaining a wetland nature reserve.]

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The Indonesian government can learn and adopt...

[List down ways on how the Indonesian government can use Singapore strategies in developing a wetland nature reserve.]

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In addition, to the Indonesian government can collaborate with the relevant authorities in Singapore by...

[Think of ways on how the Indonesia and Singapore can collaborate in the future.]

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Report submitted by on

Project Rubrics

Annex 9

Group Members:

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| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|--|--|---|---|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Notes | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |

| | | | | |
|-------------------------------|--|--|---|--|
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Internet Use | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |

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- Photographs of Sungei Buloh on Cover Page are taken from http://frank.itlab.us/photo_essays/wrapper.php?oct_28_2006_sugnei_buloh.html and http://commons.wikimedia.org/wiki/File:Sungei_Buloh_Wetland_Reserve.jpg
- Sunday Times article in Annex 3 is taken from <http://www.sbwr.org.sg/news/inthepress>
- Information in Annex 4a and 4b are taken from http://www.nparks.gov.sg/cms/index.php?option=com_content&view=article&id=193&Itemid=174
- Cliparts and graphics in Annex 1a, 2, 6 and 7 are taken from <http://office.microsoft.com/en-us/images/>
- Rubrics in Annex 9 is created from Adapted from rubistar.4teachers.org
- All other information, resources, pictures and photographs are adapted from the National Parks Board and NParks Flora and Fauna websites.

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