

# Heritage Trails A Practical Guide To Action

---





# Foreword

---

As the custodian of our nation's heritage, National Heritage Board (NHB) undertakes the roles of safeguarding and promoting our shared heritage for the purpose of education, cultural understanding and nation-building. Education is therefore a crucial component of NHB's work and we seek to inculcate an appreciation for heritage amongst students at an early age and to nurture them into lifelong museum-going audiences and advocates of heritage.

When designing our heritage education programmes, NHB supports the Ministry of Education's (MOE) desired outcomes of education by developing platforms for the nurturing of 21<sup>st</sup> century competencies and soft skills for students. More specifically, NHB's education programmes create opportunities for self-directed learning, research and writing, presentation and public speaking, teamwork and project management.

We have been working closely with MOE educators to pilot and introduce our various signature heritage education programmes such as the School Heritage Corner Scheme and the Heritage Trail Adoption Scheme. These programmes help schools to preserve and promote their heritage as well as the heritage of the estates where the schools are located.

It is heartening to note that, to date, we have more than 50 schools which have developed their own heritage corners and more than 20 schools which have adopted a heritage trail since NHB introduced these programmes in 2013. We are grateful to the support of the aforementioned schools and hope that more schools will follow their example.

As more and more schools approach NHB for guidance and partner NHB for our heritage

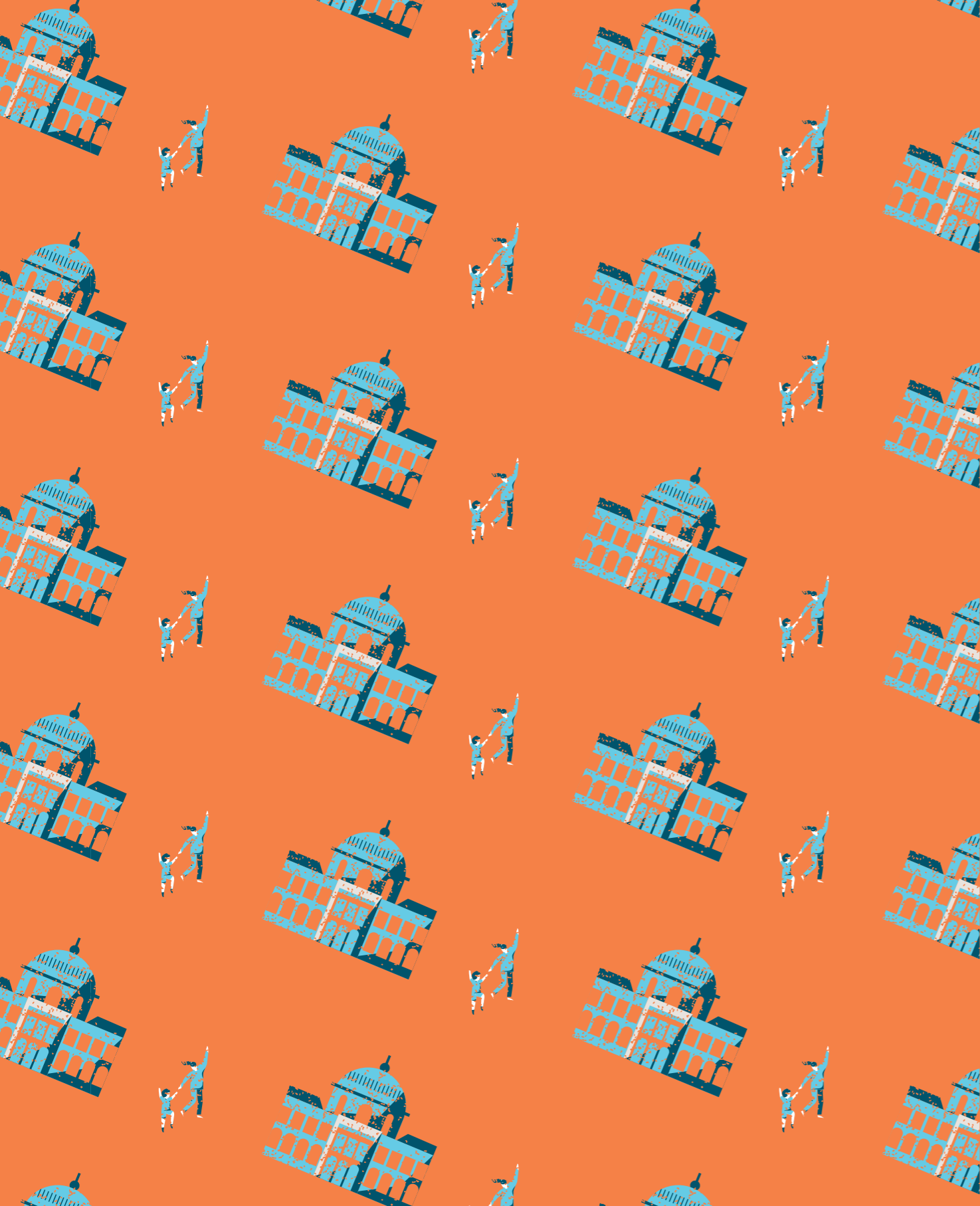
education programmes, it is timely for NHB to publish our first Heritage Educators' Guidebook. The purpose of the guidebook is two-fold: first, we hope to provide schools with a step-by-step guide on how to develop a heritage corner and/or trail; and second, we hope to create a network of empowered educators who are able to develop educational and engaging heritage learning experiences for their students.

This guidebook is a joint effort between NHB and educators who have come forward to contribute their knowledge and expertise. We are very grateful to these generous educators who shared their lesson plans, research content, suggestions on how to integrate heritage corners/trails into the school curriculum, and invaluable insights from setting up a heritage corner and/or adopting a heritage trail in their respective schools.

We hope that educators will find the guidebook useful and informative, and leverage on the resources in the guidebook to develop and introduce heritage education programmes in their schools to achieve their teaching objectives. We also hope that educators will realize that heritage is a useful teaching tool that can be used for cross-disciplinary teaching in areas such as Character and Citizenship Education, National Education, Values in Action and learning journeys.

Finally, we would like to thank all our partner schools and educators for their unwavering support throughout the years, and we would like to take this opportunity to reaffirm our joint long-term goal of cultivating a generation of students who appreciate our nation's history and our links to the world, and who are rooted to Singapore and proud to call Singapore home.

**Alvin Tan**  
**Assistant Chief Executive (Policy & Community)**  
**National Heritage Board**



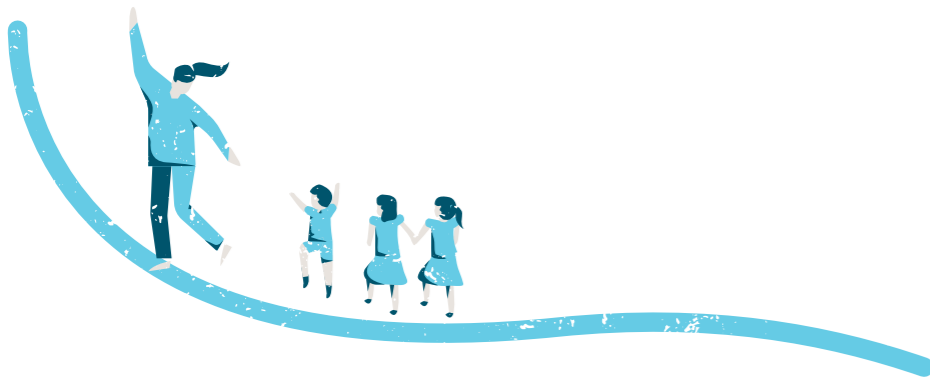
*a*

# **Introductory Guide to Heritage Trails**

# What is a Heritage Trail?

A heritage trail is a journey through a series of historical sites and places with the aim of discovering an area's history, culture, architecture, and flora and fauna. Trail explorers can make the journey on foot, on a bike and/or via public transport like buses or the MRT.

Designed to link monuments or sites with historical or cultural significance in a particular period, heritage trails are a fun way, for both locals and tourists alike, to learn about Singapore's past. Look out for plaques or signs along certain trails detailing fascinating facts about the area or site.



## Self-Guided vs Guided Tour

Embark on a heritage trail on your own or join a guided tour. For self-guided tours, explore the island at your leisure with the help of trail maps, booklets and apps. Guided tours are

recommended for tourists or anyone who is keen to gain an insight into the island's various historical and cultural sites. They can do this via walking or bus tours, for a fee.



(Clockwise from left) The original statue of Sir Stamford Raffles, which sits in front of Victoria Memorial Hall at Empress Place, was unveiled on 27 June, 1887 by Sir Frederick Weld, Governor of the Straits Settlements. It was originally located at the Padang, as seen in this photograph. 1887

Bussorah Street, near Masjid Sultan, was for a time known as Kampong Kaji (Pilgrim Village), *kaji* being the Javanese pronunciation of *haji* (pilgrim). Until the mid-1970s, pilgrims from neighbouring countries would stay in the village while awaiting the arrival of the *kapal haj* (pilgrim ship). 1982

A print titled "Singapore Waterfront" by W.H. McFarlane. 1861



Images courtesy of the National Museum of Singapore, National Heritage Board

# Benefits of Heritage Trails



Bring history to life



Let you learn more about Singapore in a fun way



Allow individuals and families to enjoy recreational activities together



Encourage an appreciation of the culture, architecture and natural surroundings in Singapore

Heritage trails promote and encourage the following skills:



Observation and recording



Map and plan reading



Comparison and deduction



Mathematical and scientific skills



Reading, writing and comprehension



Social skills and sharing



Measuring and estimating



Effective communication

Broadly speaking, a heritage trail:

- shares the area's history with visitors;
- increases awareness of local heritage and historical sites;
- provides a recreational and educational experience.

To achieve these objectives, you need to decide on your goals and the type of explorers attempting the trail. This will help you decide on the sites to include. Many trails feature iconic sites of a particular period that is centred around one or more themes, and which cater to particular interests or groups.



Decide on your objectives and the types of explorers attempting the trail. This will help you decide on the sites to be included.

## DID YOU KNOW?



### Composing the Anthem

Affectionately known as Pak Zubir or Uncle Zubir, Zubir Said composed the national anthem "Majulah Singapura" in 1959. The original version of the anthem was composed for the reopening of Victoria Memorial Hall and Victoria Theatre in 1958.

Possible Heritage Themes and Examples of Representative Sites, Buildings and Structures



**Architectural**

Peranakan shophouses, Pre-colonial buildings, Tanjong Pagar Railway Station etc.



**Religious**

Mosques, temples, churches, religious institutions etc.



**People**

Lim Bo Seng Memorial and sites, Sun Yat Sen Residence, Eunos Abdullah, etc.



**Food**

Balestier, Kampong Glam, Little India, Joo Chiat etc.

When designing a trail for local or foreign visitors, work on one with a scenic route that takes them to places of interest and architectural, historical or cultural sites. Include pit stops along the way, such as museums, traditional arts and crafts centres and antique shops.

Heritage trails for specific target groups should cater to the unique needs and interests of the explorers. For example, a guided tour for senior citizens should be conducted at a relaxed pace, with frequent rest stops and a high degree

of participation and interaction. A trail that is meant to pique interest in conservation should include conserved buildings and sites, and offer materials detailing the island's history, architectural forms and conservation practices.

When designing a trail for schools, it is imperative to include information on local history as well as questionnaires on heritage sites and artefacts to pique students' interest in the subject matter while testing their understanding and appreciation of what they have experienced.



**Nature**

Bukit Timah Nature Reserve, Bukit Batok Nature Reserve, Pulau Ubin etc.



**Vanishing Trades**

Old HDB estate Heartlands – Ang Mo Kio, Balestier, Geylang Serai etc.

When designing a trail for schools, include an information kit that contains details of local history and questionnaires on heritage sites and artefacts.

**DID YOU KNOW?**



**Queenstown Public Library**

The oldest public library structure in Singapore is still in existence today. It opened its doors on 30 April 1970 to cater to the large number of students and a growing reading culture, which was encouraged in part by the mobile libraries that had sprung up along Margaret Drive and the surrounding neighbourhood of Queenstown.



*b*

## Heritage Trails in Singapore



# Existing Trails around Singapore

The National Heritage Board (NHB) has developed a series of heritage trails as part of an ongoing effort to document and present the history of areas that Singaporeans live, work and play in. Many of these areas have rich histories and fascinating stories that

we may not be aware of. In developing the trails, NHB worked with the respective communities, schools and private sector to document their community's heritage for posterity. Here are some of NHB's heritage trails.

Many of these areas have rich histories and fascinating stories that we may not be aware of.



## Ang Mo Kio

Mention "heartland" and Ang Mo Kio comes to mind. Planned and developed in the 1970s, Ang Mo Kio is the quintessential Housing and Development Board (HDB) town with its mature neighbourhoods, good hawker food, strong neighbourly relationships, as well as small businesses and shops, which have been operating since the town was built. The Ang Mo Kio Heritage Trail documents and presents the little-known but colourful heritage and history of the town.



## Balestier

From sugar plantations to shops filled with sweet and savoury delights, Balestier's history spans 180 years. These days, Singaporeans make a beeline to Balestier Road to feast on chicken rice and Bak Kut Teh while others visit it for the wide variety of lighting fixtures for their homes. Behind the five-foot ways that line much of Balestier Road, there are still other discoveries to be made. This district was where key moments of the 1911 Chinese Revolution were hatched; where classic Malay Films were shot; where coffee was, and is still, brewed the traditional way.



## Bedok

From pirates to beach parties, fishing villages to coconut plantations, the story of the eastern coast of Singapore shares many common threads with coastal settlements across the world. At the same time, the intertwined histories of Bedok, Siglap, Tanah Merah and the East Coast are unique in many ways.

The Orang Laut fleets used to look upon the red cliffs of Tanah Merah as a navigational guide. Through the era of colonisation, Singapore's independence to the present day, discover the area's transformative journey from the branching stories of Bedok and the East Coast on the Bedok Heritage Trail.



## Jurong

Jurong used to be the backwaters of Singapore before it was transformed into an industrial area during the post-independence era. While its transformation into one of the most significant industrial towns in Asia is familiar to most people, there are many facets to its history, culture and heritage that make up the Jurong story.

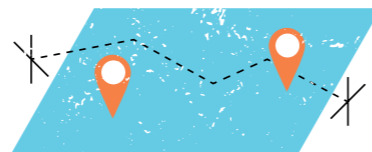
Some associate Jurong with the smell of roasted cocoa, wafting to Boon Lay Bus Interchange from chocolate factories nearby. Those serving National Service or working in the military might recall the military camps and the legendary Peng Kang Hill. In the 1800s, the cluster of islands making up Jurong Island were known to be a favourite hideout for pirates who had raided passing vessels.

Many would also recall that Jurong Industrial Estate was initially considered such a gamble that it was labelled "Goh's Folly", in reference to then-Finance Minister Dr Goh Keng Swee. These are just some of the stories, personal memories and narratives presented through the Jurong Heritage Trail.



### OTHER TRAILS

For a list of other trails, visit [roots.sg/visit/trails](https://roots.sg/visit/trails)



# Planning Your Heritage Trail *Step-By-Step*

STEP 1	<b>Planning Your Heritage Trail</b>	18
STEP 2	<b>Doing Your First Recce</b>	22
STEP 3	<b>Preparing for Your Second Recce</b>	24
STEP 4	<b>Doing Your Second Recce</b>	26
STEP 5	<b>Doing Your Third Recce</b>	29
STEP 6	<b>Devising Trail Routes</b>	29
STEP 7	<b>Crafting Activity Sheets</b>	30

## STEP 1

# Planning Your Heritage Trail



## Components of a good heritage trail:

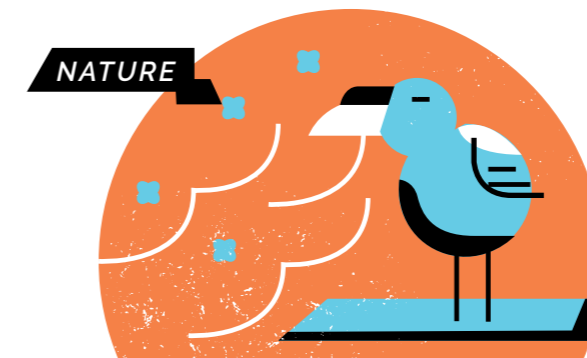
- It has clear goals and objectives.
- It caters to a target audience.
- It considers the user experience.
- It is made up of compelling human interest stories.
- It links the past and the present.
- The chosen sites follow a theme.

*a*

### Choose a Theme

Working around a theme will ensure a more focused and targeted approach that fulfils the objectives of the trail and enhances the user experience.

Themes can be classified according to heritage, culture, religion, food, nature and so on. Having a clear theme will help you decide on the sites to include in the trail.

*b*

### Do Your Research

Research the history of the heritage area and compare it to its present day development, which may allow you to glean some insights from the area.

Check out online resources from the National Archives of Singapore, National Heritage Board and National Library Board. Books, newspapers and print materials may also serve as useful guides.

*c*

### Decide on Your Target Audience

- School children
- International exchange students
- Special interest groups (such as botanists, members of the Singapore Nature Society, etc.)
- Special needs groups (such as the physically and mentally challenged, elderly, etc.)

Tailor the language of your materials to your target audience, who may have different expectations and objectives for the different trails.



**Tiong Bahru Trail**

**ARCHITECTURE OF TIONG BAHRU**  
Architect Alfred G. Church's pre-war designs reflected a style of Art Deco architecture known as Streamline Moderne, as seen in the clean, curved forms, and nautical elements.



**Singapore River Walk**

**CAVENAGH BRIDGE**  
Named after Governor Sir William Orfeur Cavenagh and located between Empress Place and Fullerton Building, it linked the colonial offices to the financial district.

Photos courtesy of the National Museum of Singapore, National Heritage Board

d

**Consider the Mode of Transportation**

Is this a walking trail or does it include a mix of walking and public transport? If public transport is required, information on bus schedules, MRT stops and routes will have to be included in the brochure and/or route map.



e

**Identify Your Trail Sites**

To ensure that your sites fulfil the objectives of the chosen theme, ask yourself the following questions:

- Why did you choose them?
- How is each one significant?
- How do all the sites contribute to the larger narrative?

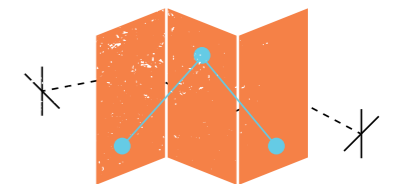
*"To sustain the interest of your audience, we recommend having five sites for each trail."*



f

**Decide on the Duration of the Trail**

- Aim for 2.5 to 3 hours for a half-day tour and about 5 hours for a full-day tour.
- When deciding on the duration, consider factors such as temperature, humidity and weather conditions.



g

**Plan a Tentative Route for the Trail**

Use street maps to put together the route so you have an idea of the route you are planning. Include start and end points, and mark out key sites along the trail route. Make a note of traffic points and locations of MRT stations.

If this is a guided tour, look out for places along the route where the guide can stop to explain the sights and places of interest.

After all the prep work is done, it is now time for your site recce.

STEP 2

# Doing Your First Recce



*a*

### Be Prepared

Dress in comfortable, loose fitting and lightweight clothes as the weather in Singapore is generally hot and humid.



Wear comfortable walking shoes.



Bring a stopwatch or a watch to time yourself.

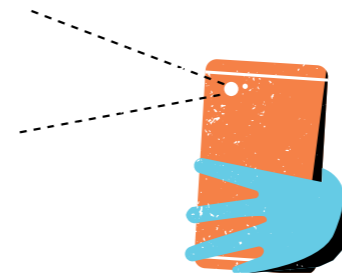


Have a bottle of water on hand to avoid getting dehydrated.

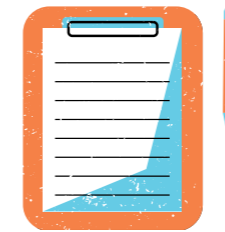
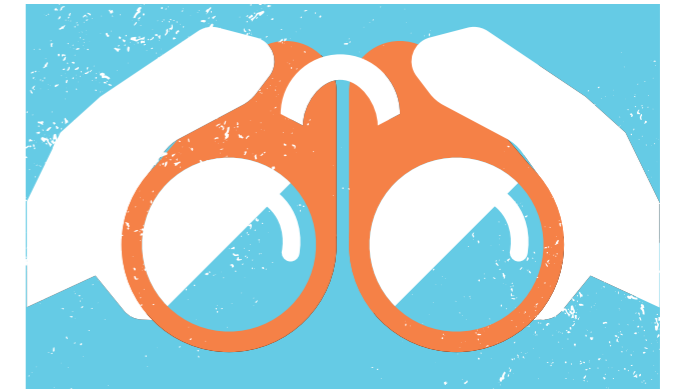


*b*

### Things to Look Out For During Your Recce



Take photographs of interesting sights and places along the way.



To record your thoughts and observations, make sketches of buildings and structures along the route or take notes on a clipboard.



#### Places of Interest

Explore the area like you are visiting it for the first time. Look for buildings with interesting architectural features, curio shops, vanishing trades or scenic spots for photo opportunities.



#### Gathering Spots

For guided trails, look out for comfortable pit stops where the guides can stop and chat with the group.



#### Rest and Refuel Points

Look for restrooms, rest stops and places where trail explorers can take a break for food and drinks.



#### Road-crossings

Look out for traffic lights that explorers can use to cross the road safely.



Bring along a tape recorder, especially if you are planning to conduct oral history interviews. These lively memories and stories may help bring a place to life.

*This information should be included in the trail map/information kit.*

## STEP 3

# Preparing for Your Second Recce

Now that your first recce is done, it's time to sort out your thoughts and draw out a tentative road map. Expect to revise this map and the route(s) based on subsequent recces.

**a**

Be sure to indicate traffic points, bus stops, MRT stations, food and beverage outlets, etc on the trail map and/or information kit. This information will be very helpful for trail explorers on a self-guided tour, especially if they are new to an area.

Be sure to indicate traffic points, bus stops, MRT stations, food and beverage outlets on the trail map and/or information kit.

**Bus Stops****MRT Stations****Food Outlets****b**

Once you have finalised the second map, it is time to embark on your second recce.

**DID YOU KNOW?**

Kampong Kuchan  
(now Lorong 3, Geylang)

## Geylang Serai Food Trails

Food trails are a telling reflection of one's heritage, reminding us of the culture, customs and habits of certain communities during a particular period in history.

The Geylang Serai Food Trail, stretching from Lorong 22 Geylang to Haig Road Food Centre, is a smorgasbord of tantalising local delights.

From breakfast favourites like *you tiao* (deep-fried dough fritters) soaked in silky *tau huay* (soya beancurd), to charcoal-grilled satay with a creamy peanut sauce dip, and the king of fruits, durian, the trail is a gastronomic adventure that will awaken your tastebuds, foodie or not.

Visit [roots.sg/Roots/visit/trails/geylang-serai-food-trail](https://roots.sg/Roots/visit/trails/geylang-serai-food-trail) for trail details.

STEP 4

# Doing Your Second Recce



*a*

Follow the same process as the first recce.

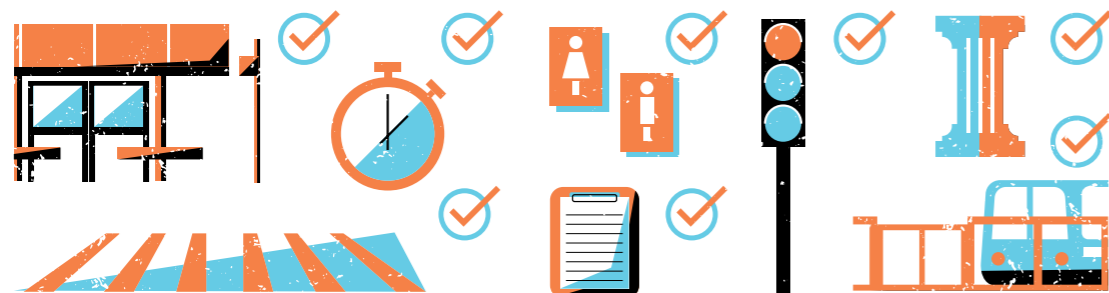
*b*

Walk the route of the planned trail and, if necessary, fine tune the map to make it easy for trail explorers to understand and follow.

*c*

Verify the historical and factual accuracy of your information and markings. Double check the positions of traffic lights, pedestrian crossing, bus stops, MRT stations, etc. as laid out on the map.

Fine tune the map to make it easy for trail explorers to understand and follow.



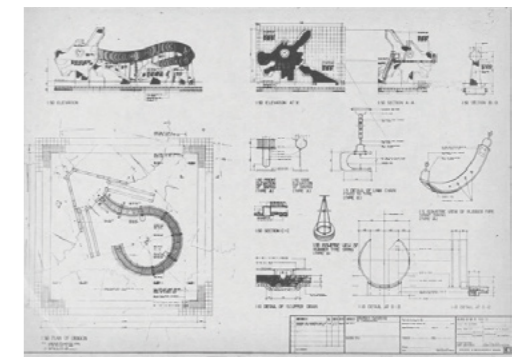
## DID YOU KNOW?



### Playgrounds of the Past

During the period of nation building in Singapore's early years, the public housing landscape underwent a complex transformation. Low-rise 4-storey housing blocks made way for modern 30- to 40-storey-high flats; playgrounds in the housing estates evolved too, as thematic plastic playsets on rubberised mats took the place of swings and see-saws in sand pits.

The iconic Dragon Playground in Toa Payoh estate stands as one of



the last remaining vestiges of the concrete playground structures of the 1970s, which featured geometric designs or animals and fruit shapes.

Mr Khor Ean Ghee is the designer of the first playgrounds found at HDB estates. The set of HDB playground prototypes featured above was one of his iconic dragon designs.

HDB playground prototype drawings courtesy of the National Museum of Singapore, National Heritage Board

**d**

As with your first recce, record how long the walk took and make notes of the entire experience. Also ask yourself the following questions:

- How did you feel throughout the trail?
- Were you comfortable with the duration of the trail?
- Are there covered walkways along the route or would explorers require umbrellas?
- Do the required bus services run at regular intervals? Is there a need to factor in waiting time for public transportation?

**e**

Reflect on your second recce and tweak the map and trail details accordingly when preparing for your final recce.

**f**

Think about what the trail explorers are expected to get out of each stop on the trail: How will the information be conveyed and will it achieve its objectives? Will the trail adequately tell the story of the area?

**DID YOU KNOW?****Launch of the Mass Rapid Transit System in Singapore**

The ubiquitous Mass Rapid Transit (MRT) system in Singapore today was first envisioned in the 1960s as a solution to anticipated transportation challenges resulting from a growing population and rising expectations for an efficient transport system. The MRT system started operations on 7 November 1987, with a five-station stretch from Toa Payoh to Yio Chu Kang. Today, it boasts over a hundred stations across the island.

## STEP 5

**Doing Your Third Recce**

For your final recce, bring along a colleague or a friend who is new to the trail and have them follow the map and its planned route.



Get them to comment on different aspects of the trail: Was the duration comfortable? Were the sights and stops interesting and informative? What did they learn or take away from the trail?

Having honest feedback can help you develop a more interesting and educational trail.

Bring along a colleague or a friend who is new to the trail and have them follow the map and its planned route.

## STEP 6

**Devising Trail Routes**

Decide on the final route and prepare the map, brochures and other materials for the trail. Check that important information such as traffic junctions, public transportation details, suitable stops for meals and bathroom breaks and photo opportunities are included.

Finally, keep the route simple and the map user-friendly to cater to all types and ages of explorers. Give clear instructions by using simple language and keeping sentences short. Highlight information using colours and be sure to provide a map legend.

Besides providing a map for the heritage trail, consider developing materials like brochures, booklets or mobile apps to engage your audience. Do ensure that they link back to the chosen theme and convey the trail content effectively.



## STEP 7

# Crafting Activity Sheets

When designing activity sheets, they should be age appropriate; if they are too wordy or lengthy, participants may feel overwhelmed. Here are some tips to follow when designing activity sheets:



Design open-ended questions to encourage a variety of responses.

*a*

Prepare questions and activities that are relevant to the planned heritage route and theme.

*b*

Design open-ended questions that require more than one-word answers to encourage a variety of responses (e.g. descriptive, comparative or creative extended prose, drawing, designs, labelling, note-taking or perhaps poetry) to deepen the explorer's engagement with the trail.

*c*

Suggest follow-up activities, projects or reading materials, which can extend the experience for explorers beyond the trail.

*d*

Allocate enough time to complete an activity sheet and keep it simple to avoid overwhelming or stressing out participants.



## DID YOU KNOW?



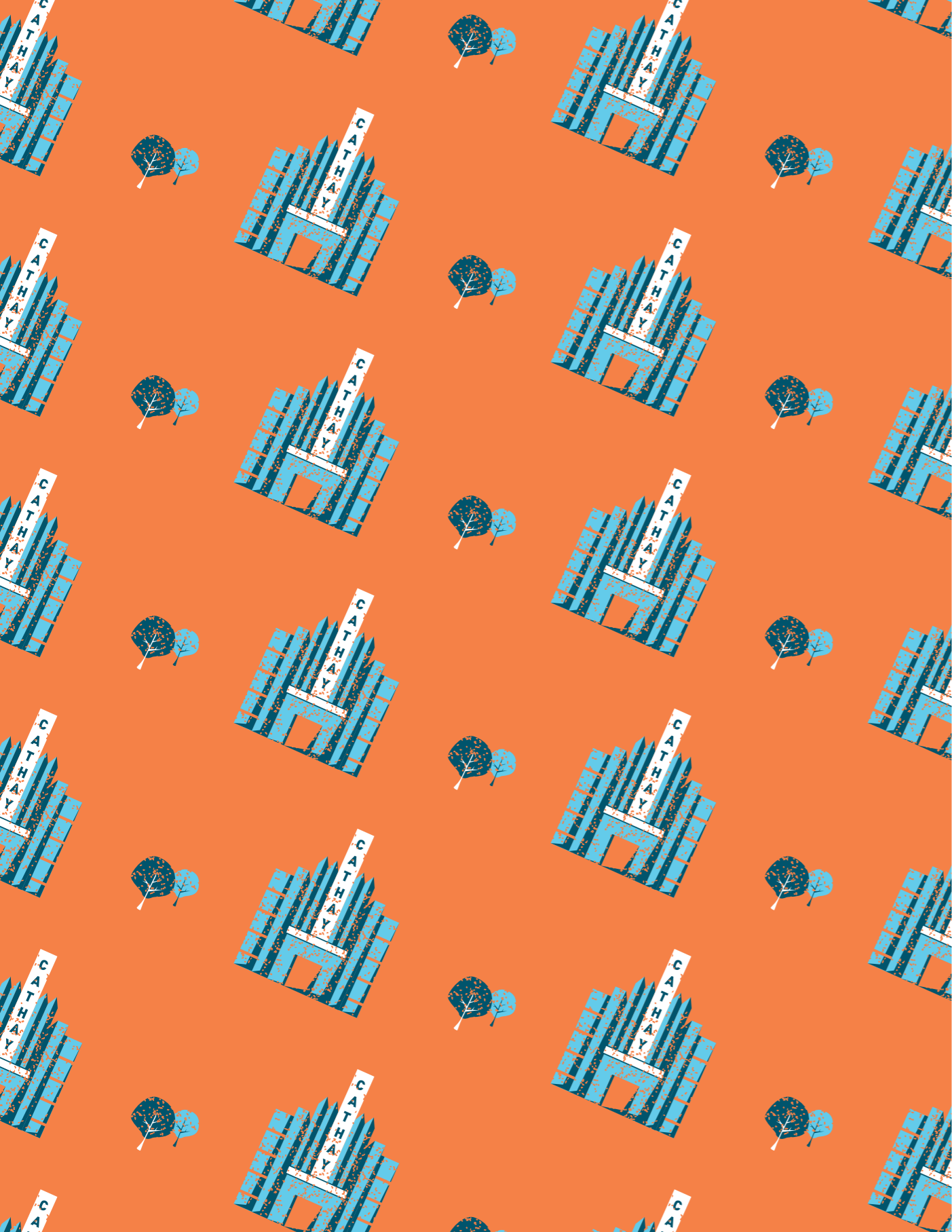
## A Nation's Heritage and History

Today, Singapore is home to more than 50 museums, the most iconic of which is the National Museum of Singapore. Consider that back in 1965, we only had two museums!

Singapore's foray into the arts and museum milieu began with Raffles Museum. Initiated by Sir Stamford Raffles in 1823 and established in 1874, it was renamed the National Museum in 1960.

In 1993, the National Museum, National Archives and Oral History Centre merged to form the National Heritage Board.

Within two decades, Singapore's museums matured and grew to include the following: Peranakan Museum, 8Q at Singapore Art Museum and heritage institutions like the Indian Heritage Centre, Malay Heritage Centre and Sun Yat Sen Nanyang Memorial Hall, the revamped National Museum of Singapore and its six permanent galleries, Asian Civilisations Museum at Empress Place (with two brand new wings) and the National Gallery Singapore, which opened its doors in 2015.



④

# Standard Operating Procedures

# Guidelines and Good Practices

A good trail design is key to ensuring the safety of a trail. To achieve that, it is important for teachers and students involved to be well-trained and prepared.

Here are some of the good practices that should be observed when designing heritage trails. It details everything from the objectives of trails to safety principles, management and accountability structures, incident procedures and the guides' role.



## Scope

### General Principles

Guides should be competent in delivering simple/basic first aid before leading a guided walk.

Guides should have already walked the whole route and be familiar with the terrain and alternative paths.

We suggest the following guide to participant ratio:

- One guide for every 15 participants.
- For pre-schoolers, there should be one teacher for every five children
- For primary school students, there should be one teacher for every 10 students. For secondary and post-secondary school students, there should be one teacher for every 15 students.

For the welfare of the group and to ensure that the trail is enjoyable, guides and teachers should consider the following points:

- Alter the duration, length, or location of the trail to suit the needs of the group.
- Remind everyone on the trail to respect the environment. Ensure they recognise that members of the public have a right to use the space too.

Guides and teachers must conduct RAMS evaluation for the heritage trail.

## Guides' Responsibilities

### Preparation And Planning

Before going on the trail with participants, guides should do their part to ensure that the trail will be smooth and enjoyable for all involved. Here are some points guides should take note of:

- Be familiar with and have in-depth knowledge of the trail routes and be able to alter the route appropriately if necessary.
- Know the profile and needs of their participants well.
- Ensure participants dress and prepare appropriately for the expected weather conditions.
- Check that they have a first aid kit and any other items such as stationery, water, snacks etc, which are necessary for the trail.
- Complete a daily risk assessment before taking the group out.
- Be familiar with emergency procedures, nearby clinics and hospitals, as well as emergency contacts for the participants, and the school's Emergency Flowchart.



### Communication

Keeping participants, helpers, guides and teachers informed and updated on the itinerary ensures that everyone has an enjoyable time. While on the trail, keep an open channel of communication, ensuring that everyone has access to the guides and teachers at all times. Here are some general tips to follow:

- Make sure mobile phones are fully charged before heading out on the trail. Bring spare batteries or power banks if necessary.
- Guides should brief participants thoroughly before starting the trail and offer reminders along the way.
- Guides must point out and explain potential hazards to participants well in advance.
- Ensure the school and relevant personnel are informed of any changes to the programme and trail, including details like the time participants are expected to return from the trail.

Guides should make sure that the trail is smooth and enjoyable for all involved.

### Risk And Safety Management

Under the Ministry of Education's (MOE) guidelines, any public activity 'shall be conducted as safely as is reasonably practical'. You need to ensure the safety of all participants.

Be sure to conduct a risk assessment for your trail. Consider using MOE's RAMS form as a guide for your process. A properly documented risk assessment is useful for the following reasons:

- Proof of risk assessment may be required if you are seeking grant funding for your trail.
- Trails that require planning permission from local authorities, such as NParks, HDB and Town Councils, are dependent on a risk assessment.
- If your trail passes through private property, the landowner may also be liable for a duty of care. Before you can operate your trail on private property, be sure to get the formal consent of the private landowner. And provide the private landowner with a copy of the written risk assessment.

#### Risk Assessment

For schools, exercise care and attention to detail when conducting a risk assessment. Teachers can use their school's RAMS forms as a guide.

For a start, consult the Five-step Risk Assessment Process below.

To ensure the risk assessment is comprehensive, consider conducting it for the trail as a whole as well as for each stop and location along the trail. A proper risk assessment identifies and considers potential hazards and assesses the likelihood that they may cause harm. This allows safeguards or precautionary measures to be put in place before the start of the trail.

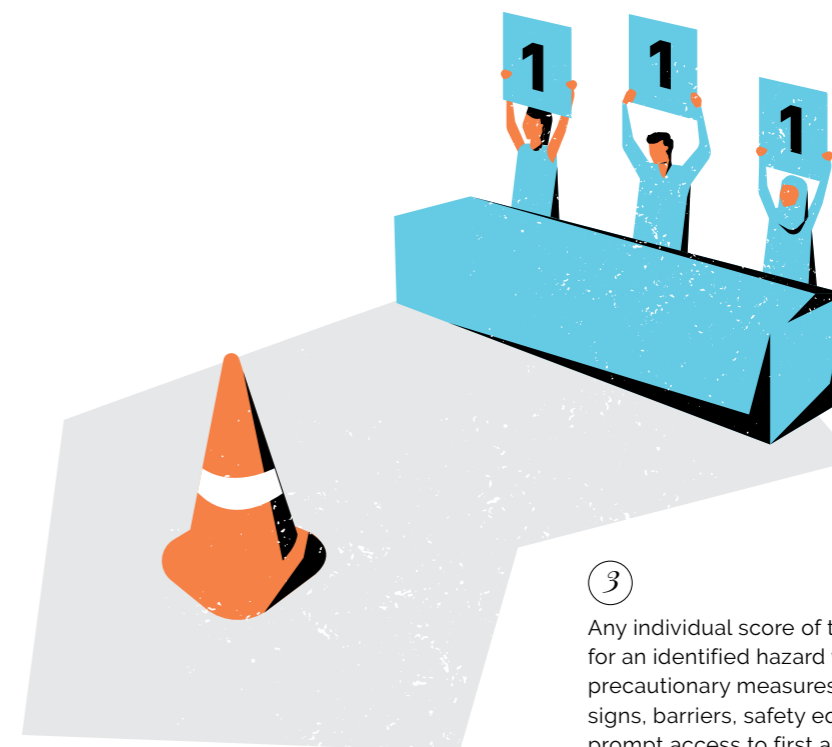


A proper risk assessment identifies potential hazards and assesses the likelihood that they may cause harm.

#### Note

For more information on the Code of Practice on Workplace Safety and Health Risk Management, please visit [www.wshc.sg](http://www.wshc.sg)

### THE FIVE-STEP RISK ASSESSMENT PROCESS



1

For each identified hazard, consider what harm it could cause. It pays to think about situations where people might be distracted, excited, in a hurry, or even looking for trouble.

2

Give a numerical value from 1 to 5 of the likelihood of the risk happening where 1 is very unlikely and 5 is almost certain. Be as objective as possible. If in doubt, ask an expert. Give another value (between 1 and 5 as well) to the harm each hazard could cause where 1 is the possibility of minor damage such as slight sprains and abrasions, and 5 is the possibility of serious damage, or even death. Be objective and consider worst-case scenarios.

3

Any individual score of three (3) or above for an identified hazard will need some precautionary measures such as warning signs, barriers, safety equipment, clear and prompt access to first aid materials etc.

4

NO INDIVIDUAL SCORE OF FIVE (5) IS ACCEPTABLE. In such a case, the trail must be redesigned so that the hazard is completely avoided.

5

Record the measures taken to avoid and/or reduce the risk potential and, when you are satisfied that the trail is safe (i.e. no score of 5, and control or advisory measures have been implemented), put copies of your completed written risk assessment in a safe place and review them regularly.



**SOME HAZARDS TO LOOK OUT FOR**

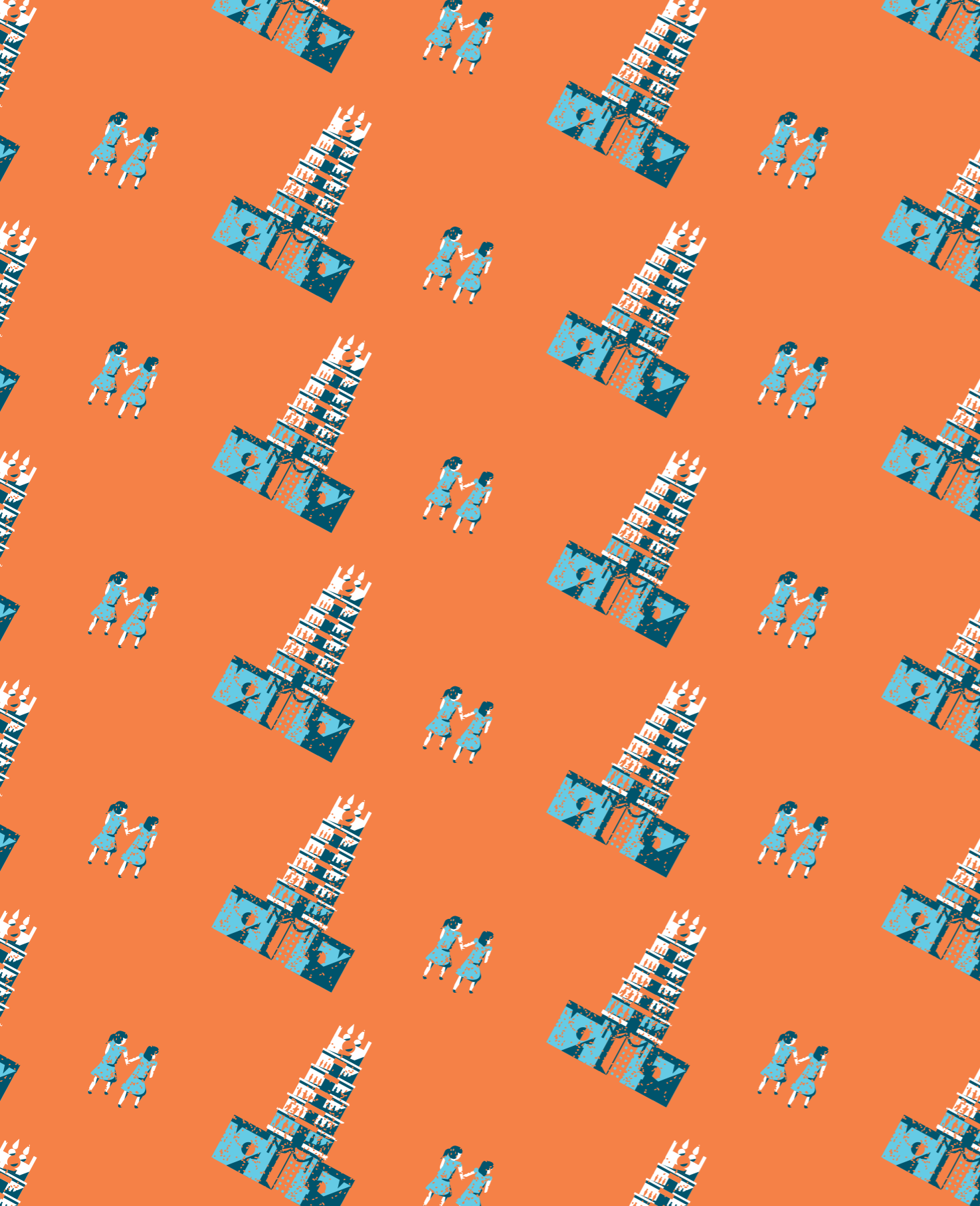
- Steps, uneven ground, or obstacles that might cause people to trip or fall.
- High platforms with a large drop such as high steps, bridges, quays, river and canal banks.
- Slippery surfaces such as sloping ground, smooth artificial surfaces and any surface that gets slippery when wet.
- Distance of trail paths to moving vehicles on the road, including bicycles and plug-in electric vehicles (PEVs) on the pavements etc.
- Objects with sharp edges or points, including railings, metal edges, tree branches and thorns.
- Objects that might strike trail explorers such as low tree boughs, archways, and signage.
- Anything that might cause other kinds of injuries such as boilers, hot ovens, open fires, electrical hazards etc.
- Illness due to allergies or parts of the trail where it might be difficult for medical aid to get to.
- Any other hazards that are particular to your trail, e.g. poisonous plants and insects in a forested area.

A sample RAMS form from Anderson Secondary School, who adopted the Ang Mo Kio Heritage Trail.

**RAMS FORM**

<b>School Name:</b>	Anderson Sec Sch	<b>RAMS Team Leader:</b>		<b>Vetted By:</b>		<b>Approved By:</b>	
<b>Location and date of event</b>	Ang Mo Kio CC, Central and St 52 ; 09/03/2016	<b>Member(s):</b>		<b>Designation:</b>	DM	<b>Designation:</b>	VP
<b>Activity/ Process:</b>	AMK Heritage Trail 2016			<b>Date:</b>	03/03/2016	<b>Date:</b>	
<b>Last Review Date:</b>	05/01/2016			<b>Signature:</b>		<b>Signature:</b>	
<b>Next Review Date:</b>	11/03/2016						

Hazard Identification <i>(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)</i>				Risk Evaluation			Implementation		
No.	Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control	Action Officer, Designation (Follow-up date)	Remarks
2	a) Transportation service is reliable (e.g. driver, vehicle).	Non – road worthy vehicles (coach) Vehicle breakdown	1) Vehicle breakdown 2) Traffic Accident	2 5	2 1	4 6	The local bus agent has committed to send replacement vehicle within half an hour.  The tour bus will not travel speed more than 70kmh in normal roads and 80kmh in highway (within standard limits).	Mr Yong (cater school bus from designated company assigned by school)	
3	Water is potable.	Unreliable/ contaminated water	Stomach upset, diarrhoea, high fever, mass food poisoning	1	1	2	Students are reminded to bring water. Water can also be purchased in AMK central shops and CC.	Form teachers (on-site)	



e

## Challenges of Designing a Heritage Trail

# Possible Problems and Solutions

## Unrealistic Deadlines

### Challenge

While all complex projects will encounter their share of snags, the challenge is to find creative solutions and compromises to execute the multiple tasks and complete them according to schedule. If more time is required, be prepared to seek approval to extend the deadline.

### Solution

Besides pre-empting problems and delays, managing complex projects require creative planning, prioritisation of objectives and goals, and effective communication between team members to ensure everyone is aware of the current status of a project.



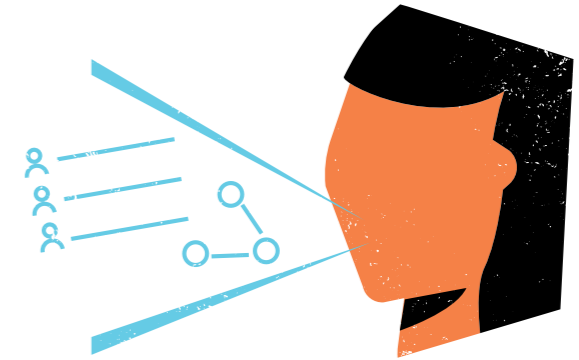
## Lack of Communication

### Challenge

When a culture of communication between project leaders and team members is lacking or absent, it is easy for things to go wrong as essential information is not conveyed to the relevant people.

### Solution

To foster a culture of communication, establish a proper communication flow and structure for your team. This can be done by creating a checklist detailing what information (reports, status, etc.) needs to be conveyed to whom, and include a deadline. This is to be applied to the rationale and goals for the project and all its related tasks to ensure that everyone shares the same understanding from the start of the project.



Let the team members know that they have each been assigned tasks based on their skills and abilities.



## Failure to Manage Risk

### Challenge

When a team pays scant attention to potential risks, it may result in serious delays or other repercussions should things go awry.

### Solution

Once the team has assessed the risks, they should implement plans to reduce the risks or decide how to best respond to them.

## Scope Changes

### Challenge

For complex projects, team members and other stakeholders may request changes to the scope of work, sometimes even far along into a project.

### Solution

When helping a complex project such as this, it is best to surface all expectations and challenges clearly from the start. Let the team know that each of them have been assigned tasks based on their skills and abilities, and if they have any reservations about their role, they should highlight it immediately.

## EXAMPLE

**Anderson Secondary School**

The heritage trail is an annual event in our school calendar that receives strong support from the school. Here's what we do before the start of each school year:

1. Discuss with the department heads and school leaders on possible dates.
2. Ensure that the trail is embedded in the department scheme of work and assessment.
3. Prepare the budget needed to run the trail.
4. Identify potential Sec 1 ambassadors before the start of term 4 holidays. They will lead their peers for the trail the following year.

In terms of deployment, we faced the following challenges and identified the suggested solutions:

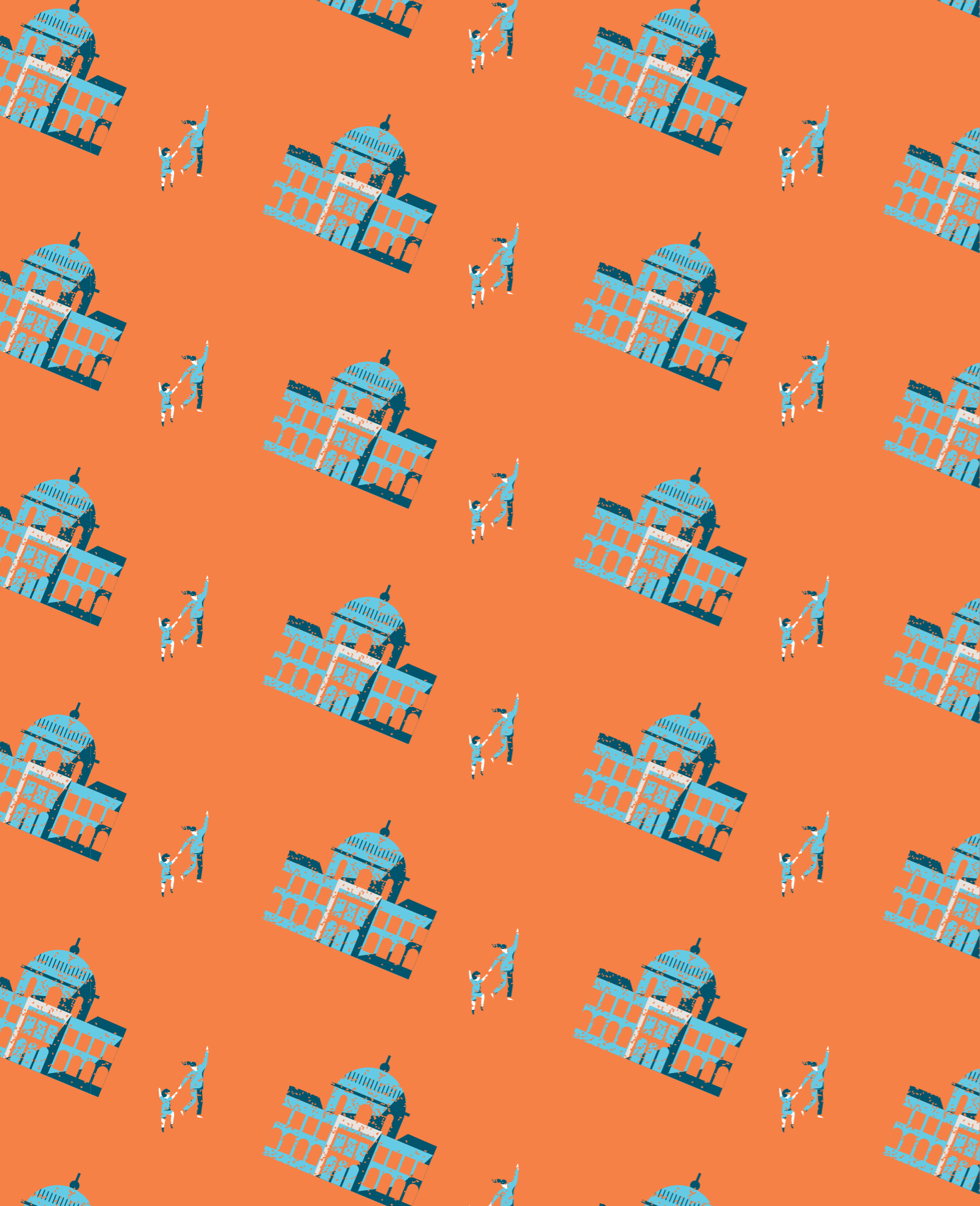
No	Challenge	Solution
1	Congestion in learning stations due deployment of 280 students (per cohort of 7 classes).	Divide 7 classes into 3 routes (different start and end points). This is enhanced with further deployment of students to different stations within each deployment route. Include the information in the student and teacher learning package.
2	Students are not engaged during the trail.	The assignment is graded and relevant to their mid-year exam syllabus.  The communication of the rationale has to be clearly articulated before the trail as well.  Deployment of form and subject teachers for each class. They will be better able to manage the class.  Scaffolding of tasks before the trail especially for weaker ability classes.
3	Students misbehaving or subject themselves to risk like reckless crossing of roads.	A RAMs assessment is completed before the trail.  Students are briefed on proper behaviour and safety before the trail.  Issue tasks that will engage the students of different learning styles e.g. kinesthetic, audio and visual.  Issue teachers package and conduct briefing for teachers accompanying the students. They will then be familiar with the route.
4	Trail ambassadors are not well prepared and trained.	Conduct at least two outdoor training sessions.  Subject teachers to motivate and remind the ambassadors to prepare adequately for the trail.  As the assignment is graded, teachers can use peer pressure to remind the ambassadors to prepare adequately.
5	It is difficult to sustain the trail after the first year of adoption.	We are still managing this problem. Some methods we have tried are:  Give the students official recognition in the form of certificates.  Get to know them and affirm the good work of the students.  Give them a treat to celebrate success.

## EXAMPLE

**Catholic Junior College**

No	Challenge	Solution
1	Transportation from school to Balestier. Bus company did not confirm the buses earlier. Some drivers are not very sure of the route.	Request the bus company to confirm the buses in advance. Check with the driver before leaving the college.
2	Students may not be able to see the link between the activities of Heritage trail (eg, guiding workshops and being a tour guide) to the syllabus / curriculum.	Tutors to emphasize the connection between workshops & activities and curriculum. The skills needed for both are the same
3	Did not manage the visit the Shaw Malay studio. Not only were students and teachers disappointed, students in charge of this station could not capture good footage for their videos too.	To propose an official collaboration with Malay Studio through NHB. To make the collaboration more formal and official via NHB by following-up with certificate or token of appreciate from NHB.
4	Difficulties in obtaining information and translating the English information into respective MTL.	To seek NHB's assistance in obtaining more detailed information of various stations besides those in the heritage trail booklet.
5	Unpredictable weather and lack of more detailed wet-weather plan.	To include poncho into the goody bag. To allocate some venues for students to tour around during the wet weather.
6	Not every students have background in capturing and/or editing a video. As such, they might took a longer time to finish the video.	To engage school's Film Sound and Video CCA group to teach the students.





Ⓣ

## Sample Activities, Forms and Worksheets

# Blangah Rise Primary School

Project Details	
Project Title	<b>The Green Snapshots – A Telok Blangah Heritage Trail &amp; Exhibition</b>
Summary of trail/exhibition	<p><i>The Green Snapshots</i> project brings together park-users on a learning journey to discover the rich and green heritage of Telok Blangah (cooking pot bay in Malay) District and the Southern Ridges.</p> <p>Park-users are surrounded by green spaces, state-of-the-art architecture, steel bridges and wavy walkways. Amidst the greenery, nature lovers can spot a myriad species of flora and fauna and, at the same time, learn more about them through informative display boards or with their smartphones by scanning the QR codes available.</p> <p>The picturesque <i>nature playground</i> is complemented with artworks and photographs (different themes such as family, multi-racial society and environment) by Blangah Rise pupils placed at various locations along the trail.</p> <p>Every photo tells a story and <i>The Green Snapshots</i> provides an online platform for all park-users to share their experiences on the Web.</p> <p><b>Key environmental conservation messages will also be placed prominently to remind everyone of their roles in protecting the natural environment.</b></p> <p><i>The Green Snapshots</i> trail also brings users to explore other parts of Telok Blangah. Trail-users will learn more about places of worships, food coves, historical</p>

	monuments and (of course) endless rows of shops at Singapore's biggest mall, Vivocity.		
	<p>Its sustainability would also be an opportune time to create <i>outdoor classrooms</i> for our Blangahnites. Having such spacious, verdant surrounding empowers our teachers to weave nature into their daily lessons. It provides hands-on and outdoor experiential learning for all our pupils.</p> <p>The trail would be a unique, picture-worthy experience!</p>		
Proposed project launch	<b>Start Date of Project Implementation</b> 26 April 2015 (Official Launch)		
Number of students involved:	360	Level (s) of students involved:	P4 – P6
Target group of participants for project	- Residents in the neighbourhood - All park-users		
Estimated no. of participants for each target group listed	- More than 3,000 households within the vicinity of Telok Blangah Heights and Telok Blangah Drive. - An estimated 5,000 park-users monthly on average.		

## Objectives of the Project

- ❖ **Help participants to reflect on and celebrate our journey together as a nation and a people**

Many people would not know Telok Blangah District, home to the Southern Ridges, is also known as the Singapore's Gate; alluding to its location at the southern part of Singapore. It was once filled with kampong houses and was a thriving fishing village.

Telok Blangah has since evolved into a bustling estate with modern amenities and facilities. The architectural designs adorning different parts of the trail as well as award-winning residential complexes – Interlace and Reflections at Keppel Bay – can be seen from the Southern Ridges and Henderson Waves (with a bird's eye view, no less).

This panoramic view in an old fishing village provides opportunities for Singaporeans from all walks of lives to celebrate our progress as a nation. That these modern designs are being built amidst vast amounts of greenery also emphasises the importance of how the environment plays in Singapore's development.

A snapshot moment: Park users can share glimpses of their journey or interesting moments on the heritage trail with everyone by uploading their photos online. Every photo with a story to tell!

- ❖ **Help participants appreciate what makes us Singaporean, especially our values**

*The Green Snapshots* showcases why Singapore is not just a little red dot. It highlights:

**Our Dreams:** an envisioned relaxing and therapeutic green environment with modern, concrete structures for every Singaporean to enjoy and appreciate. A place in Singapore where everyone can interact with family and friends through different activities;

**Our Beliefs:** Nothing is impossible, as an adage, Singapore's success is for all to enjoy and cherish. Organisations regularly celebrate events or conduct their daily routines at the Southern Ridges, a platform to promote social cohesiveness amongst our diverse racial groups.

**Our Memories and Favourites:** a peaceful setting evoking memories of the journey of a nation on the ascent – one's growing up days, catching spiders, urbanisation, etc. *The Green Corridor* offers opportune visits to food coves allowing everyone to enjoy with family and friends.

Indeed, it is a uniquely Singaporean experience.

❖ **Help to inspire active citizenry to shape Singapore’s future**

*The Green Snapshots* engages trail users with a unique experience. Singapore’s history and heritage can be explored through this green and modern trail. The award-winning skyscrapers surrounding the trail symbolises the rapid and robust development of Singapore over the past 50 years. It was clearly a vision aimed at Singapore’s future generations; so they will be inspired to learn more of Singapore’s heritage through a modern setting.

The green, calming trail may evoke the feelings and reflections of Singaporeans to not take such developments for granted. It highlights the importance of laying a strong foundation so newer ideas can be utilised and transformed into reality.

The importance of environment conservation is also highlighted in this project as everyone needs to be aware of the importance of safeguarding the environment; and every role, no matter how small, is important in keeping the environment clean and green.

**Provide a brief description of the roles of the students in this project.**

- Information seekers – Pupils will be taught the correct ways and be given opportunities to gather relevant information, data and interview stakeholders as well as partners for the project.
- Photojournalists and artists – Sustainability is integral in this project. As the school envisages this trail to be a part of the curriculum learning platform, pupils will be taught and guided to create artworks during art & craft lessons. Selected levels will also hone their photo taking skills through photojournalism photo-taking classes.
- Pupil docents – It will be an excellent opportunity for pupils to be active contributors and confident persons by being docents for participating trail users. Pupils will share what they have learnt about the flora and fauna and the historical significance of the Telok Blangah District, encouraging them to play their part as concerned citizens.

Project Milestones		
S/N	Key Project Milestones	Month/Year
1	<ul style="list-style-type: none"> <li>• Conceptualisation of trail, selection of landmarks</li> <li>• Meeting with partners and vendors</li> <li>• Training for pupils</li> </ul>	August to September 2014
2	<ul style="list-style-type: none"> <li>• Meeting with vendor for interactive trails</li> <li>• Meeting with partners</li> <li>• On-site training and visits by pupils</li> <li>• Research for valuable and relevant information</li> <li>• Conduct Interviews to gather information</li> </ul>	September to November 2014
3	<ul style="list-style-type: none"> <li>• Confirmation of accompanying text and information</li> <li>• Proof editing</li> <li>• Meeting with vendor for interactive trails</li> <li>• Meeting with partners and working on online materials</li> </ul>	November to December 2014
4	<ul style="list-style-type: none"> <li>• Start of artworks collection and photojournalism workshop</li> <li>• Selection of pieces to be placed at various locations</li> <li>• Printing of boards and testing of audio (online) / QR code materials</li> <li>• Training of pupil docents</li> </ul>	January to February 2015
5	<ul style="list-style-type: none"> <li>• Confirmation of all materials and items that would be used as part of the project</li> <li>• Trial of programme with selected vendors</li> </ul>	March to April 2015
6	<ul style="list-style-type: none"> <li>• Project Implementation with various stakeholders</li> </ul>	April 2015 onwards
7	<ul style="list-style-type: none"> <li>• Project reflection / reports / sustainability reports for submission</li> </ul>	August 2015

	Desired Learning Outcomes for BRPS Pupils	Activities	Evaluation Method	Checklist
1.	Acquire new knowledge i) Learning of new flora and fauna, as well as the history of the area ii) conducting interviews	<ul style="list-style-type: none"> <li>- Training session by supporting partners and stakeholders.</li> <li>- Planned meetings with strategic partners and supporters.</li> <li>- Conducting interviews for research and information.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Experience with fellow classmates</li> <li>- Plan and organise one school and community sharing</li> <li>- Editing of information and project display</li> </ul>	
2.	Sharing and learning of new knowledge gained	<ul style="list-style-type: none"> <li>- Sharing sessions with teachers and fellow pupils.</li> <li>- opportunities as pupil docents</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct a sharing session with teachers and fellow pupils</li> <li>- pupil docents to trail participants</li> </ul>	
3.	Enrich planning and organisation skills	<ul style="list-style-type: none"> <li>- Extensive planning for goals and objectives.</li> <li>- Planning of appropriate interview questions.</li> <li>- Sieving out and editing information obtained.</li> </ul>	<ul style="list-style-type: none"> <li>- Carrying out research and interviews.</li> <li>- pupil docents to trail participants</li> </ul>	
4.	Enhanced Character Development - Self Discipline - Problem Solving - demonstrating School values and 21 <sup>st</sup> Competencies	<ul style="list-style-type: none"> <li>- On site research and interviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Planned entries into Learning Journey journal.</li> <li>- Regular discussions with teachers in charge.</li> </ul>	
5.	Enhanced Interpersonal Skills / Teamwork	<ul style="list-style-type: none"> <li>- Team bonding./ Sharing Sessions</li> <li>- Weekly group meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Planned entries into Learning Journey Journal.</li> <li>- Teachers in charge to assess pupils.</li> </ul>	
6.	Enhancement of creativity, practicality and communication skills	<ul style="list-style-type: none"> <li>- Unique ideas to raise awareness amongst the community.</li> <li>- Conducting sharing sessions for fellow peers.</li> <li>- communicating with classmates and interacting with host organisation</li> <li>- Ability to execute tasks within the constraints placed by the location and conditions</li> </ul>	<ul style="list-style-type: none"> <li>- To encourage the community to participate in any awareness of the trail activity.</li> <li>- Teachers to observe record and highlight these practices during meetings.</li> </ul>	

# Anderson Secondary School

## AMK INTERDISCIPLINARY TRAIL TEACHERS GUIDE (History/ Social Studies, Geography, Music, Art, National Education)

**Date:** 9 March 2016 (Wednesday)

**Time:**

8am to 8.30am: Briefing in hall (all FTs please be present)  
8.30am to 9am Recess in canteen

**Dry Weather Plan A:**

9am to 11.40am: Commencement of trail (please read pages 6 to 10 for more details)

11.40am to 12pm: Reflection in individual classrooms by form teachers

12pm: Dismissal in school

**Wet Weather Plan B (Cat 1 weather at 9am):**

9am to 12pm: Students stay in class. There will be wet weather resources that form teachers can conduct.

They will proceed with the part/ full trail after Cat 1 weather if time permits.

12pm: Dismissal in school

**Wet Weather Plan C (Cat 1 weather during the trail):**

9am to 11.40am: In the event of Cat 1 weather, FTs are to locate a safe venue that will be protected from lightning and rain. They will only proceed with the remaining trail after Cat 1 weather if time permits.

11.40am to 12pm: Reflection in individual classrooms by form teachers

12pm: Dismissal in school

Note: In the event that the class is unable to complete the trail by 11.40am, they are to proceed back to the school for reflection and dismissal.

### OBJECTIVES

- To motivate and enhance interest in the understanding of Ang Mo Kio's heritage, society and economy.
- To develop a better understanding of Singapore's uniqueness and challenges in the globalizing world.
- To reinforce deeper sense of commitment and rootedness to Singapore.
- To use interdisciplinary approaches in the understanding of Ang Mo Kio's heritage.

**Duties of form teachers:**

**Pre:**

- To remind students to bring bottled water, umbrella and medication (if applicable like asthma inhalers) during the trail.

- To remind students to wear proper shoes (no worn out outer soles) for the trail.
- To remind students the proper behavior during the trail as they are representing the school).

**During:**

- To look after safety of students during the trail (especially in the crossing of roads). In the event that the trail cannot be completed within the stipulated time, FTs will end the trail and supervise students back to school for dismissal.
- To maintain discipline and allocate specific time for students to do their learning package (refer to detailed routes found in pages 6 and 7).
- To look for sheltered areas in event of wet weather.
- To assist the student trail ambassadors if they cannot find the site (refer to the map in page 4).

**Proceedings:**

- The trail ambassadors will explain to students the significance of sites highlighted in the detailed route (pages 6 and 7).
- Upon an important checkpoint for students to reflect and complete their packages, the form teacher will give the class 10-15 minutes to complete the learning packages which consists of pen and paper exercise, photo taking and sound recording.

### Administrative Programme

**Summary of Routes:**

**Route 1: 2/1, 2/2**

Anderson Secondary back gate	→	Block 535 and 523 area	→	Cheng San Community Club and park
→	Ang Mo Kio Central	→	Block 724 Food Centre	

**Route 2: 2/3, 2/4, 2/5**

Anderson Secondary front gate	→	Cheng San Community Club and park	→	Ang Mo Kio Central
→	Block 724 Food Centre	→	Block 535 and 523 area	

**Route 3: 2/6 and 2/7**

Wait for bus at Anderson Porch	→	Block 724 Food Centre	→	Ang Mo Kio Central
→	Cheng San Community Club and park	→	Block 535 and 523 area	

**Detailed Trail Routes**

**Class 2-1**

1. Start trail from school back gate
2. Void Deck Block 533
3. Bird Shop Kwong Fatt
4. Effegy Shop/ Medium
5. Provision Shop
6. Cheng San Wet Market
7. Jing Shan Primary School
8. Cheng San Community Club
9. 3G Centre
10. Kapok Trees
11. Rubber trees
12. Jubilee Plaza
13. Oriental Palace Restaurant
14. Oriental Emporium
15. Block 710
16. Sheltered area in the town centre fountain
17. Ang Mo Kio Hawker Centre
18. Walk to Anderson Secondary main entrance: debrief in class 11.40am to 12pm)

**Class 2-2**

1. Start trail from school back gate
2. Bird Shop Kwong Fatt
3. Effegy Shop/ Medium
4. Provision Shop
5. Void Deck Block 533
6. Cheng San Wet Market
7. Jing Shan Primary School
8. 3G Centre
9. Cheng San Community Club
10. Rubber trees
11. Kapok Trees
12. Block 710
13. Jubilee Plaza
14. Sheltered area in the town centre fountain
15. Oriental Emporium
16. Oriental Palace Restaurant
17. Ang Mo Kio Hawker Centre
18. Walk to Anderson Secondary main entrance: debrief in class 11.40am to 12pm)

**Class 2-3**

1. Start trail from school front gate
2. Cheng San Community Club
3. 3G Centre
4. Kapok Trees
5. Rubber trees
6. Jubilee Plaza
7. Oriental Palace Restaurant
8. Oriental Emporium
9. Block 710
10. Sheltered area in the town centre fountain
11. Ang Mo Kio Hawker Centre
12. Jing Shan Primary School
13. Cheng San Wet Market
14. Provision Shop
15. Effegy Shop/ Medium
16. Bird Shop Kwong Fatt
17. Void Deck Block 533
18. Walk to Anderson Secondary main entrance: debrief in class 11.40am to 12pm)

**Class 2-4**

1. Start trail from school front gate
2. Rubber Trees
3. Kapok Trees
4. 3G Centre
5. Cheng San Community Club
6. Jubilee Plaza
7. Oriental Palace Restaurant
8. Oriental Emporium
9. Block 710
10. Sheltered area in the town centre fountain
11. Ang Mo Kio Hawker Centre
12. Jing Shan Primary School
13. Cheng San Wet Market
14. Provision Shop
15. Effegy Shop/ Medium
16. Bird Shop Kwong Fatt
17. Void Deck Block 533
18. Walk to Anderson Secondary main entrance: debrief in class 11.40am to 12pm)

SAMPLE WORKSHEETS

Geography

**Field Sketch**

Pick a view that showcases the type of housing typical of Singapore. Take a photo of it and sketch it in the box provided below. For reference, you may want to print your photo and showcase it alongside your sketch.

Attach photo here	
-------------------	--

15

History

**Stage 2: Gather and Select Sources**

Which places in Ang Mo Kio between 1965 and 1990 do you think should be remembered? Choose 5 places from the 11 places you are visiting and answer the following questions. Your choice of 5 places can be based on any of the three themes of Home (residence, standard of living, significant events), Education (schools) or Entertainment (recreation, community gatherings).

Place: Parks/ Flats/ shops/ centres	1.	2.	3.	4.	5.
What information do you know about the place?					
Explain how the information provided demonstrates the significance of the place?					

Art



**Art Assignment AMK Heritage Trail**

**Task: Please take a few photos for each of the points listed below:**

1. Buildings, such as, HDB flats, MRT station and others...
2. Landmarks, playground, plants, flowers, animals and others (HDB Blocks, Ang Mo Kio Garden East and Ang Mo Kio Central)
3. People such as religious figure, hawker seller, cleaners, bus driver, construction workers, uncle or aunties, children and others...
4. Anything that you think that is interesting and captivating and others...

**6 Tips to take pictures using smartphones for Learning Journey, 'Ang Mo Kio Trail'**

1.	<b>Get close</b>	
2.	<b>Crop don't ZOOM</b>	
3.	<b>Edit don't filter</b>	

**WORKSHEET for Post-Trip Experiential Learning Cycle Reflection  
Ang Mo Kio Interdisciplinary Trail  
(To be conducted in classroom 11.30am to 12pm)**

(C) Before you participated in this trail, what is your impression of Ang Mo Kio?

(C) Having experienced three hours for the Ang Mo Kio Trail, what are your perceptions of the sites you have visited? Explain one site that was the most memorable for you.

(R) How does Ang Mo Kio Town Council create opportunities for residents of different age group and races to come together and understand each other? Explain your answer.



Site 4: Khadijah Mosque	<p>Built in 1920 and named after the wealthy lady who donated \$50,000 in 1916 for its construction. The lady was Indian Muslim woman trader and philanthropist Khatijah Mohamed.</p> <p>In 1915, Khatijah Mohamed drew up a will with instructions to use \$54,521 to buy land and build a mosque and 2 shop houses as part of her wakaf, or endowment to the Muslim community.</p> <p>She died a year later and 2 of her relatives carried out her will. In 1920, the mosque and 2 shop houses next door were built on a 1735 sq metre plot</p>
-------------------------	---

	<p>of land. They are used today as an office for the mosque and a restaurant.</p> <p>Since then, Khadijah Mosque has become a place of worship for the Muslim population around Kallang and Geylang area then. The graves without markings on the left side of the mosque are a manifestation that the mosque was used as a center of religious active in the 1920s and 1930s. The mosque is also known as Masjid Bagarib thus named after the priest who served at that time.</p> <p>The mosque has a capacity of 500 people and is one of the oldest in Singapore and has 800 strong congregation.</p> <p>Ustaz Dr Mohamed Ali, a member of the Khadijah Mosque management board, says: "It's an interesting neighbourhood. We have many Chinese clans and temples in the area and they are good neighbours."</p> <p>Mr Kelvin Ang, director of conservation management at the Urban Redevelopment Authority, says: "That the mosque was built in the South Indian style is very rare. And that a woman's will was carried out at that time was even more of a rare occurrence."</p> <p>The mosque was gazetted for conservation in 1991 as part of the Geylang conservation area.</p> <p>Over the years, the soft, marine clay foundation started affecting the building structure, which made the mosque unstable and tilt a little. There were also cracks in the floor and walls and the timber roof structure was eaten away by termites. So the mosque raised \$9 million to preserve the structure and update its amenities, such as installing air-conditioning.</p> <p>An attic in the prayer hall was also built for female worshippers, as was an annex with offices, computers, a library and a multi-purpose hall. This was completed in 2003. Aside from welcoming worshippers, the mosque grew in prominence for housing the gallery of the Religious Rehabilitation Group (RRG), which was formed in 2003.</p> <p>The space, which was completed last year, has training and workshop facilities. It also has counselling rooms for those who have been influenced by extremist terrorist ideology and their family members.</p> <p>Unlike more contemporary, modern mosques which adapt features from Middle Eastern mosques, the Khadijah Mosque did not have a minaret or a dome when it was built. Instead, the design was said to be influenced by the Nagore Shrine in Ajmer, the fifth largest city in Rajasthan, India. This was where Madam Khatijah Mohamed's relatives, who oversaw the mosque's construction, were from.</p> <p>It was only until the new two-storey complex was built in 2003 that a minaret, a tower from which Muslims are called to prayer five times each day, was incorporated into the design.</p> <p>It was modelled after the Prophet's Mosque in Medina in Saudi Arabia and topped off with the Arabic word for Allah - instead of a crescent moon like many other mosques here.</p> <p>The low boundary wall has concave curves that might be modelled after waves. Such a design was common at the time it was built.</p> <p>Other Indian features include the mound-like stupas which were popular during the 19th century, surrounding the pitched roof at intervals.</p>
--	---

	<p>There are also elements of European design. For example, the plaster cornices, which have flutes and floral swags, point to Singapore's colonial heritage.</p> <p>The pitched roof points to the builders adapting styles to the tropical weather, where the pointed shape helps rainwater run off better. Unlike other mosques which are usually column-free, Khadijah Mosque has a few brick columns. There are also two different styles of arches.</p> <p>Facing the pulpit, worshippers are greeted with rows of Indian-styled, corbeled arch design joining columns across the prayer hall. Running the length of the hall, the columns are connected via rounded arches - possibly the influence of the Palladian style, popularised by Singapore's first architect, Irishman George Coleman.</p> <p>As testament to the area's multiculturalism, the giant chandelier in the main prayer hall was donated by a Chinese passer-by in 2002 when the mosque was being remodelled.</p> <p><b>Sources</b>  <a href="http://news.asiaone.com/news/singapore/unusual-gift-mosque#sthash.SI6UaJ28.dpuf">http://news.asiaone.com/news/singapore/unusual-gift-mosque#sthash.SI6UaJ28.dpuf</a>  <a href="http://www.khadijahmosque.org/">http://www.khadijahmosque.org/</a></p>
Site 5: Church of the Queen of Peace	<p>The history of Catholics dates back a long way. As a strategic trading hub, the first Catholics in Singapore came from other mission lands in Asia, including Portuguese Malacca. The Holy See, the seat of the Catholic faith, reached out to various communities in Singapore through Healthcare, Education and Social Welfare.</p> <p>At the turn of the 20th century, Katong and Telok Kurau were only busy fishing villages. The eastern part of Singapore started getting busier when the East Coast Road was completed in 1911, enabling easier access to the area. Soon, the Katong area grew in popularity not only as a resort area, but also as a residential area after the World War I.</p> <p>The Church of the Holy Family was built in 1936 in principle and in fact for the Eurasian Community. However the Chinese-speaking Catholics were still expected to travel to the various Catholic Churches in town, depending on the dialects they spoke. With the growing number of Chinese-speaking Catholics in the East, a decision was made to build a Church in the East that would cater to the Catholics in the Tanjong Katong area, known to be a predominantly Chinese neighbourhood. Although developmental plans for the church were made and funds were being raised, things took a step back when World War II broke out and Singapore was placed under the Japanese Occupation.</p> <p>However, with the perseverance of Father Dupoirieux, who was assigned to build the church, and the prayers of many faithful, the Church of Our Lady Queen of Peace was finally established and blessed on 4th April 1954. The directive to make parishes territorial units rather than based on linguistics came in 1958, thus making every parish serve the needs of Catholics in the area rather than by the languages they spoke.</p> <p>Yet given the high proportion of Chinese-speaking Catholics in the area, Mandarin masses were introduced in the Church in 1961. Although the church building was completed in 1954, it was only in 1962 that a parish hall</p>

Please return completed copy to [NHB\\_HeritageTrails@nhb.gov.sg](mailto:NHB_HeritageTrails@nhb.gov.sg)



# Catholic Junior College

SAMPLE TIMELINE

Date	Items	IC	Remarks
10/ 2	Printing of worksheet for Film Screening (400 copies) and Routes+Map (all MTL Classes)	YF	
11 / 2	- Intro of MTL Fortnight 2016 (Objectives, activities, requirements, etc) - Film screening (3 videos) - Distributing of Brochure(for everyone) and Routes(for each class)	PT, TLH, YF	@PAC
12 / 2	Lesson plans for workshop to be done	PLT	
15-19 /2	Lesson 1: Guiding	TBC	To be conducted in MTL in various big groups(CL, ML, TL)
	Lesson 2: Script writing	TBC	
	Lesson 3: Grouping+Submitting of routes+Safety briefing	MTL Tutors	
17/2	Printing of MTL Booklet (for 3 Languages)	PLT	
19/2	Booking of bus	CSY	
	Opening ceremony finish preparation	LL, WSL	
	Packing of Goodie bags	TSL	
22/2	Opening ceremony	LL, WSL	@ Piazza
	Informing all vendors	PSE	
	RAMS	VC, LTT	

SAMPLE TRAIL ROUTES

Timestamp	1st Choice:	2nd Choice:	3rd Choice:	Class	MTL Tutor
2/15/2016 14:19:10	Route E	Route B	Route D	1T02	Ms Lee Ting Ting
2/15/2016 15:19:39	Route E	Route J	Route I	1T27	Tan Seow Ling
2/15/2016 15:21:02	Route A	Route D	Route E	JC1 CLB ( Group B)	Tan Seow Ling
2/15/2016 15:42:06	Rome M	Route B	Route L	1T01 and 1T20 comb	Vincent Chong
2/15/2016 15:59:39	Route E	Route F	Route L	1T17	Mrs Koh LS
2/15/2016 16:31:13	Route A	Route E	Route H	1T11	Mdm Wee SL
2/15/2016 16:31:57	Route I	Route J	Route H	1T08 /13	Mdm Wee SL
2/16/2016 14:14:54	Route E	Route F	Route I	1T22	Mdm Wee SL
2/16/2016 14:31:57	Route I	Rome M	Route J	1T05	Mrs Koh LS
2/16/2016 15:06:02	Route E	Route G	Route D	1T03	Tan Lye Huat
2/16/2016 16:16:00	Route H	Route I	Rome M	1T16	Tan Lye Huat
2/16/2016 16:32:59	Route E	Route G	Route B	1T25	Vincent Chong
2/16/2016 17:02:24	Route E	Route F	Route B	1T07	CSY
2/16/2016 17:02:55	Rome M	Route C	Route J	1T18	CSY
2/16/2016 17:09:50	Route E	Route C	Route I	1T04	Mdm Phang Swee Eng
2/16/2016 17:10:48	Route B	Route D	Route E	1T26	Mdm. Lucy Lee
2/16/2016 17:10:51	Route E	Route F	Route B	1T24	Mdm Phang Swee Eng
2/16/2016 17:21:11	Route A	Route B	Route E	1T29	Tan Seow Ling
2/17/2016 9:54:53	Route B	Route E	Route J	1T19	Mrs Koh LS
2/18/2016 11:40:17	Route E	Route B	Route C	1T10	Peter Thia
2/18/2016 11:49:16	Route E	Route L	Route F	CL B (Group C)	XYF
2/18/2016 11:51:45	Route E	Route C	Route L	1T12	Mdm LucyLee
2/18/2016 13:43:12	Route B	Route F	Route C	1T14	XYF
2/18/2016 13:53:59	Route F	Route K	Route E	1T15	Ms Lee Ting Ting
2/18/2016 14:47:36	Route E	Route F	Route B	1T21	CSY
2/18/2016 15:21:05	Route E	Route F	Route C	1T23	Mdm Phang Swee Eng
2/18/2016 15:41:21	Route E	Rome M	Route H	CLB_group 1	Tan Kian Hoe

SAMPLE MOTHER TONGUE FORTNIGHT WORKSHEETS - CHINESE



## 母语双周

2016

马里士他路

文化解码

MTL Fortnight  
Unlocking the Cultural  
Puzzles @ Balestier

姓名: \_\_\_\_\_  
 班级: \_\_\_\_\_  
 小组名称: \_\_\_\_\_  
 任课老师: \_\_\_\_\_

### OBJECTIVES

1. Allowing learning to happen outside the classroom.
2. Creating authentic learning experience for MTL students.
3. Raising students' awareness on the value and practicality of conversing in their native mother tongue in a real-world context
4. Serving as a platform for students to experience MT languages as "living languages"
5. Knowing what make us uniquely Singaporean by exploring the uniqueness of Balestier Road
6. Providing a platform for students to take ownership of their learning

1

### Key points to note

#### Items to bring:

- Activity booklet
- Devices for photo-taking and/ or video recording ( you are solely responsible for the safe-keeping of these devices )
- Rain-gear, cap (optional)
- Water bottle
- Medication (where applicable)

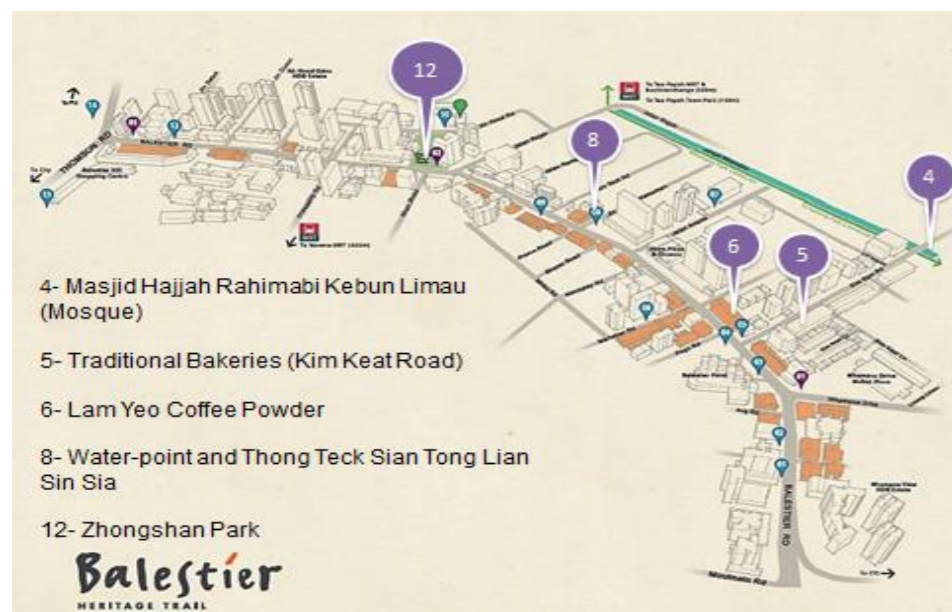
#### Attire:

- Half Uniform

### Safety

1. Do have your breakfast/lunch before going for the trip.
2. Do be punctual in reporting to the car-park.
3. Do make the best out of your trip. **Do NOT** engage yourself in other un-related activities during the trip.
5. Do alert your subject tutor if you are unable to participate in the trip due to medical reasons.
6. Do inform your teachers in-charge if you are not well before or during the trip.
7. Do look out for one another.
8. Stay with the group. You should never wander off alone.
9. Contact your teachers immediately when you were separated from the group.
10. Do be careful of traffic and follow all traffic rules strictly.
11. Do keep to the walkways/ corridors as and when possible. When stopping for tour guides' explanation or taking photos, be mindful not to block other pedestrians.
12. In case of heavy rain or lightning alert received during the walk, stay within covered areas ( e.g. buildings/ covered corridors of shop houses ).

## 马里士他路简介



19 世纪是三、四十年代，正当新加坡大力发展香料种植业时，来自美国的种植家—约瑟夫·马里士他（Joseph Balestier）决定在今天的马里士他路种植甘蔗和开糖厂，不料却失败告终。马里士他也是美国驻新加坡第一任总领事。马里士他路就是以他命命名。

这些年来马里士他路发展得很快，可喜的是许多传统元素并没因此而消失。这里汇聚多个时代建筑风格的店屋，体现了丰富的人文色彩，也展示出中西及本土文化交融并蓄的建筑特色。除了纪念孙中山的晚晴园和至今已有 166 年历史的梧槽大伯公庙之外，这里也留驻了不少传统行业，这些老店都极负盛名，如：有 2 家传统面包店，还有 1 家传统的南洋咖啡老店、4 家豆沙饼店（其中历史最悠久的已经经营了 60 多年）和 1 家拥有 50 年历史的华兴金属加工老店等。这些传统行业还在坚持着，不轻易让传统手艺失传。

总之，走在马里士他路就犹如走在一条历史长廊，让你缅怀历史，引起你无限的遐思。

例子：

### 龙发豆沙饼



座落于马里士他路 639 号的龙发餐室西菓店，这是一间旧式茶室于 1948 年创立。这里的豆沙饼现做现卖，一日可卖上 3 千个，客人来自本地、马来西亚、中国及台湾。

第三代接班人名叫李克炎，他是饼店创办人李蕃龙先生的孙子。一大清早，店里的员工都很忙，有人用手工搓饼皮做饼，另外有人搓豆馅，李克炎则在煤炉边看火，他强调控制炉火是很重要的。

豆沙饼是融合西点与潮州风味的小吃，饼皮略带奶味，馅料来自马来西亚，饼店自行调味。创办人李老先生当年从制饼师傅那里偷师，经过多年的奋斗、坚持，才成功创立这间老店。现在饼店还是不断改良，烘制不同口味的豆沙饼，例如：咖啡、绿茶、榴莲、山芋等，迎合顾客的喜好。

### 感受 / 启示：

这里生产的豆沙饼会远近驰名，是因为饼都是现做现卖，坚持手工制作，保留浓浓的传统口味，深受顾客们的欢迎。老旧的桌椅摆设、墙上的老照片，让顾客沉浸在老店古色古香的氛围中，尤其是年长的一辈，来到这里，更能勾起他们一段段难忘的记忆。

最让人佩服的是店主的那种坚持和奋斗精神，才让这间老店得以传承了三代。老店主付出不少的心思与血汗，一代又一代地把制饼的传统手艺传承下来，让我们到现在还可以尝到美味的传统食品。

同学们：  
在游览景点与聆听导游讲演时，请写下你对景点的一些认识。

游览的景点 (1)：

同学们：  
在游览景点与聆听导游讲演时，请写下你对景点的一些认识。

游览的景点 (2)：

同学们：  
在游览景点与聆听导游讲演时，请写下你对景点的一些认识。

游览的景点 (3)：

同学们：  
游览三个景点与聆听导游的讲演后，哪一个景点让你印象最深刻？请写出你的感受 / 得到的启示，字数至少 100。

印象最深刻的景点：

## 马里士他路文化解码

### 评估 - 学生导览

学生导览：

S/N	评估项目	非常			非常
		同意	同意	不同意	
Q1.	导游讲演的内容符合主题、条理分明。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2.	在讲演过程中，导游的声音洪亮、表达清晰。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3.	导游讲演的语速适中。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4.	导游能与同学们互动、交流，富趣味性。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5.	听完讲演后，对导游的整体表现满意。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 录像短片 – 评分标准

内容组织	切合主题, 条理分明	20
	结构严谨、层次有序	20
语文表达	流利度	20
	清晰度	20
录像整体呈现	创意取材	20
	拍摄手法	

总分： 100

等级 分数 标准	4 (5 - 25)	3 (30 - 50)	2 (55 - 75)	1 (80 - 100)	学生 得分
	内容组织				
切合主题 条理分明	1-5	6-10	11-15	16-20	
结构严谨 层次有序	1-5	6-10	11-15	16-20	
语文表达					
流利度	1-5	6-10	11-15	16-20	
清晰度	1-5	6-10	11-15	16-20	
录像整体呈现					
创意取材 拍摄手法	1-5	6-10	11-15	16-20	

总分： \_\_\_\_\_

- Berfikir dengan bijak, dan USAH naikmuatkan komen dan gambar/video yang tidak perlu, tentang orang ramai dan tempat-tempat di media sosial.



Jejak 1: Kiosk Air Percuma yang Terakhir

Lokasi : Di sudut Jalan Boon Teck, tepi Jalan Balestier

**Fungsi (Dahulu)** : Sumber mendapatkan air. Air itu satu nikmat/barangan yang mewah. Dahulu, terdapat pelbagai sumber air, seperti anak sungai dan perigi yang merupakan sumber utama air. Ia amat dihargai oleh buruh kasar seperti penarik kereta lembu, penarik beca and pengayuh beca yang bekerja di bawah panas terik matahari.

**Fungsi (Sekarang)** : Kurang fungsinya, kerana air yang boleh diminum mudah didapati orang awam. Ia amat simbolik walaupun kini terdapat air minum yang bersih.

**Pemilik** : Kuil Thong Teck Sian Tong Lian Sin Sia. Pihak kuil menyelenggarakan kiosk air. Ada dua bekas air; satu berisi air minum dan satu lagi berisi air teh yang dipanggil Su Teh dalam dialek Teochew. Sukarela dari kuil akan mengisi air ke dalam bekas-bekas ini pada setiap pagi.

**NE** : Kiosk Air ini mengingatkan kita akan cabaran yang dialami Singapura, yang harus menghadapi jumlah penduduk yang semakin meningkat pada waktu itu. Bekalan air minum yang bersih dan semangat berkongsi dan mengambil berat antara satu sama lain.

**Jejak 2 : Studio Filem Melayu (MFP)****Lokasi :** No 8, Jalan Ampas

**Latarbelakang :** Ditubuhkan pada tahun 1937, Studio Jalan Ampas dibina oleh Shaw Brothers Pte Ltd untuk memenuhi permintaan filem Melayu di Singapura. Sewaktu peperangan, penerbitan filem terhenti buat sementara. Kemudian, ia mula bangkit pada 1947, apabila Shaw Brothers membuka semula studionya di Jalan Ampas dan memulakan syarikat baharu yang dinamakan Malay Film Productions (MFP). Filem diterbitkan secara prolifik, sebanyak 6-10 filem dalam setahun, untuk menghiburkan penonton di Singapura. Dalam jangka masa 20 tahun, MFP telah menerbitkan 160 filem di studio filem di No.8 Jalan Ampas.

**Punca Kejatuhan MFP :** Akibat persaingan sengit daripada syarikat pengeluar filem seperti Cathay Keris Production, dan kehadiran televisyen hitam putih di Singapura, jumlah penonton filem Melayu merosot.

**NE :** Jalan Ampas mengingatkan kita zaman kegemilangan industri filem Melayu ala Hollywood. Singapura kini berusaha membangkitkan semula industri filem setempat. Studio Jalan Ampas boleh dijadikan ikon seni untuk menyuntik semangat pengeluar filem dan para pelakon.

**காபித்தூள் கடை - Lam Yeo Coffee Shop**

லாம் இயோ காபித்தூள் கடை சிங்கப்பூர் வரலாற்றில் தனக்கென ஓரிடத்தைப் பெற்றுள்ளது. இந்நிறுவனம்

காலந்தோறும்

வியாபாரிகளாலும் காபிக்கடை

உரிமையாளர்களாலும்

பாராட்டப்பட்டு வருகிறது.

இந்நிறுவனம் இன்று வர்த்தக

நிறுவனங்களில் முக்கியமான

நிறுவனமாகத் திகழ்கிறது.

பாலஸ்தியர் தெரு வரலாற்றிலும்

முக்கிய இடத்தைப் பெற்றுள்ளது. இதைப் போல இன்று

சிங்கப்பூரில் வாழும் இளையர்களும் வர்த்தகத்தில் ஈடுபட

வேண்டும் என்பதை உணர்த்தும் வண்ணம் இந்நிறுவனம்

திகழ்கிறது. காலத்திற்கேற்ப பல மாற்றங்களை இந்நிறுவனம்

வளர்ந்து வந்துள்ளது பாராட்டத்தக்க செய்தியாகும்.



## உணவுக்கடைகள் மற்றும் வாய்போ அங்காடி

சிங்கப்பூரிலுள்ள உணவுக்கடைகளும் அங்காடிகளும் சிங்கப்பூரர் வாழ்வில் அன்றாடம் பல மாற்றங்களையும் நல்ல சேவைகளையும் ஆற்றி வருகின்றன. சிங்கப்பூரில் பெரிய



கடைத் தொகுதிகள் வந்தபோதும் இக்கடைகள் மக்களின் அன்றாடத் தேவைகளை மனதில் கொண்டு இயங்கி வருகின்றன. இவ்விடங்கள் உணவு

உண்பதற்கு மட்டுமல்லாமல் நண்பர்களைக் காண, உறவினர்களைக் காண, பேச உதவும் இடங்களாக விளங்குகின்றன. இவைகளும் சிங்கப்பூர் வரலாற்றில் இடம்பெறுவதோடு பிற நாட்டவரும் நாடிவரும் இடங்களாகத் திகழ்கின்றன.

# Additional Resources

## Google Street View

This is a useful tool in the preliminary planning of the trail route as it shows you the street view of a site or location so you can determine factors such as walkway width and hazards without having to physically go down to a location. However, do note that the street view provided may be slightly dated.

[maps.google.com/help/maps/streetview/index.html?hl=en](https://maps.google.com/help/maps/streetview/index.html?hl=en)

## Useful Links

### National Heritage Board (NHB)

[www.nhb.gov.sg](http://www.nhb.gov.sg)

### Google Maps

[www.google.com.sg/maps/](http://www.google.com.sg/maps/)

### NAS ArchivesOnline

[www.nas.gov.sg/archivesonline/](http://www.nas.gov.sg/archivesonline/)

### NAS Maps

[www.nas.gov.sg/archivesonline/maps\\_building\\_plans/](http://www.nas.gov.sg/archivesonline/maps_building_plans/)

### NewspaperSG

[eresources.nlb.gov.sg/newspapers/default.aspx](http://eresources.nlb.gov.sg/newspapers/default.aspx)

### NParks

[www.nparks.gov.sg](http://www.nparks.gov.sg)

### OneHMap

[ohm.onemap.sg/#/index/main](http://ohm.onemap.sg/#/index/main)

### OneMap

[www.onemap.sg/index.html](http://www.onemap.sg/index.html)

### OneSearch

[search.nlb.gov.sg](http://search.nlb.gov.sg)

### PictureSG

[eresources.nlb.gov.sg/pictures](http://eresources.nlb.gov.sg/pictures)

### Roots.sg

[roots.sg](http://roots.sg)

### SPH Photobank

[www.photobank.com.sg/home.html](http://www.photobank.com.sg/home.html)

### Urban Redevelopment Authority (URA) Conservation Portal - Trails on Marina Bay

[www.ura.gov.sg/uol/](http://www.ura.gov.sg/uol/)

### Wikimedia Commons

[commons.wikimedia.org/wiki/Main\\_Page](http://commons.wikimedia.org/wiki/Main_Page)

## NHB Outreach Programmes

Beyond trails, NHB offers a range of heritage education programmes for schools.



### Trail Adoption Scheme

The Heritage Trail Adoption Scheme aims to encourage greater appreciation and interest in our local history and heritage. Under this scheme, schools are given the opportunity to adopt an existing NHB Heritage Trail or one developed by the school. Participation in the scheme will entitle the school to a choice of either a 'Guiding Training Programme' for students, or a 'How to teach Guiding' training for teachers, for a minimum of 20 participants and capped at 30. Both training programmes consist of 6 sessions of training, each lasting approximately 3.5 hours.

For more information, please visit [www.nhb.gov.sg/education/resources-for-schools-and-students](http://www.nhb.gov.sg/education/resources-for-schools-and-students)



### Resilience Trail

Commissioned by the Resilience Division of the Ministry of Culture, Community and Youth (MCCY) and the National Heritage Board (NHB), each of the nine trails is presented in the form of an educational guided tour. Participants will undergo a learning journey filled with inspiring stories from major historical events that shaped our nation. Participants will also have the opportunity to visit some of the most scenic sites in Singapore, as well as explore off-the-beaten-track locations.

For more information, please visit [www.nhb.gov.sg/education/resources-for-schools-and-students](http://www.nhb.gov.sg/education/resources-for-schools-and-students)

### Heritage Badge for Uniformed Groups

This badge is awarded to secondary school uniformed group students who have shown a commitment to research and to share their knowledge of matters relating to Singapore's history, culture and beliefs.

For more information, please email [nhb\\_educationprogrammes@nhb.gov.sg](mailto:nhb_educationprogrammes@nhb.gov.sg)

### School Heritage Corners

NHB supports schools in establishing their heritage corners through its Heritage Grant Scheme. The heritage corner aims to cultivate a sense of belonging and identity, act as a focal point for community heritage, complement the school curriculum and nurture heritage enthusiasts. The grant provides funding of up to 50% of the total project cost, capped at \$50,000, whichever is lower.

For more information, please visit [www.nhb.gov.sg/awards-and-grants/grants/heritage-participation-grant](http://www.nhb.gov.sg/awards-and-grants/grants/heritage-participation-grant)



### Heritage Explorers Programme

Role-playing among the young has been encouraged and lauded for its benefits of learning through play. Mirroring this approach is NHB's new education initiative, Heritage Explorers. It lets primary school students adopt different heritage professions and experience first hand what it is like to be a curator or historian. It complements subjects such as Social Studies, National Education and Character and Citizenship Education in schools, with a focus on creating enjoyable heritage experiences for the young.

For more information, please visit [www.nhb.gov.sg/education/resources-for-schools-and-students](http://www.nhb.gov.sg/education/resources-for-schools-and-students)

### Heritage On The Move (Travelling Exhibition)

Heritage on the Move is a community engagement programme that brings exhibitions on Singapore's multi-cultural heritage to the public. Each exhibition is modular and has been thoughtfully designed to best fit as many spaces as possible.

Learn about Singapore's heritage through these National Education-themed exhibitions. You may wish to host these exhibitions at any time of the year to tie in with your school's curriculum or core National Education events.

For more information, please email [nhb\\_hotm@nhb.gov.sg](mailto:nhb_hotm@nhb.gov.sg)









**GOOD LUCK!**