

Instructions for Upper Primary Teachers

Exploring Singapore's Education Journey

MOE HC Strategic Thrust 1: Fostering Pride in the Singapore Education Story

About the Package

This learning package helps upper primary students explore the origins and development of Singapore's education system. Aligned with the Upper Primary Social Studies syllabus, the activities can be adapted to different learning needs and abilities. Some activities are optional and are intended as suggestions. Students are encouraged to spend 90 minutes in the gallery.

Key Questions

Teachers can guide students to reflect on:

- How has Singapore's education system been shaped by the past?
- How has education in Singapore evolved since independence?
- What can stories and historical records tell us about education in early Singapore?

Key Understandings

- The Japanese Occupation affected people in Singapore in different ways.
- Singapore's leaders played important roles in the nation's journey to independence.
- Stories and historical records provide insights into Singapore's early years.

Key Concepts

- Change and Continuity
- Contributions
- Nation-building
- Heritage
- Independence

Key Learning Strategies

- Object-Based Learning
- Experiential Learning
- Cooperative Learning
- Social-Emotional Learning

Introduction

Rule-Setting & Context-Setting

Activity	Instructions for Teacher(s)
<u>Defining the Space</u> (5 mins)	• Invite students to write their names on Page 1 • Introduce the gallery map on Page 2 • Review the ground rules on Page 3
<u>Conversation Cubes</u> (5 mins) Cooperative Learning	• Use the conversation prompts to break the ice • Encourage students to complete Page 4 • Invite students to share their responses
<u>Multimedia Console</u> (5 mins) Experiential Learning	• Play 1–2 selected videos • Direct Group A to the Projection Show • Have Group B view the Multimedia Console videos • Rotate groups afterwards

01 Singapore's Education Journey

Activity	Instructions for Teacher(s)
<u>Projection Show</u> (5 mins) Experiential Learning	• Play the video Singapore's Education Journey • Key Question: How did Singapore's schools adapt to meet our needs? • Key Understanding: People and places adapt to overcome challenges. • Key Concepts: Community, Place, Change and Continuity

02 Education in the Early Years

Activity	Instructions for Teacher(s)
<u>Page 6</u> (5 mins) Object-Based Learning	• Show students the panels of the early schools • Explain the significance of these schools • Get them to match the images to the school names • Refer to Appendix for answers
<u>Page 7</u> (5 mins) Object-Based Learning	• Explain the purpose of these community efforts • Explain these efforts as types of schools in Singapore • Get them to fill in the blanks by looking at the panels • See Appendix for answers
<u>Page 8</u> (5 mins) Object-Based Learning	• Remind them that WWII affected students too • Get volunteers to pull out the discovery boxes • Get the students to complete the matching activity • See Appendix for answers
<u>Page 9</u> (5 mins) Object-Based Learning	• Explain that students underwent common experiences • Get volunteers to pull out the discovery boxes • Get them to draw or write what they found out
<u>Page 10</u> (5 mins) Social-Emotional Learning Cooperative Learning	• Get students to work in pairs/small groups: • Key Question: How has Singapore's education system been shaped by the past? • Key Understanding: The Japanese Occupation affected people in Singapore in different ways. • Key Concepts: Heritage & Independence

03 Building a Nation

Activity	Instructions for Teacher(s)
<u>Page 12</u> (5 mins) Object-Based Learning	• Show students the video of the teachers marching • Ask the students why the teachers had to march • Get them to complete the activity page
<u>Page 13</u> (5 mins) Object-Based Learning	• Show them the four national campaigns in Singapore • Ask the students why they were implemented • Get them to write their names and draw their pictures • See Appendix for answers
<u>Page 14</u> (10 mins) Object-Based Learning	• Show students the mobile library and the artefacts • Ask them to discuss how their current textbooks differ • Get the students to draw their favourite textbook cover
<u>Page 15</u> (5 mins) Social-Emotional Learning Cooperative Learning	• Get students to work in pairs/small groups: • Key Question: How has education in Singapore evolved since independence? • Key Understanding: Singapore's leaders played important roles in the nation's journey to independence. • Key Concepts: Independence & Nation-Building

04 A Learning Nation

Activity	Instructions for Teacher(s)
<u>Page 17</u> (5 mins) Object-Based Learning Cooperative Learning	• Show students the eduPad artefact • Ask them to use adjectives to describe the differences between an eduPad and a current iPad • Get them to complete the activity page with a partner
<u>Page 18</u> (5 mins) Object-Based Learning	• Show students the various projects by the students Ask students if they know the difference between ALPs and LLPs: ◦ Applied Learning Programmes are for applying academic skills to real-world scenarios ◦ Learning for Life Programmes are for developing social-emotional competencies • Ask them to list 1-2 skills they would like to learn
<u>Page 15</u> (5 mins) Social-Emotional Learning Cooperative Learning	• Get students to work in pairs/small groups: • Key Question: What can stories and historical records tell us about education in early Singapore? • Key Understanding: Stories and historical records provide insights into Singapore's early years. • Key Concepts: Heritage & Contributions

05 Our School Building Heritage

Activity	Instructions for Teacher(s)
<u>Page 21</u> (5 mins) Object-Based Learning Cooperative Learning	- Explain to the students that the H model was adopted - Ask students to take the folding activity sheets - Show them the sample model on display - Guide students to fold the school model - Ask them to help their friends if need be
<u>Page 22</u> (5 mins) Experiential Learning	- Get a volunteer to find the school song and sing it - Challenge them to write down the lyrics - Review the key phrases in the school song
<u>Page 23</u> (5 mins) [Optional] Social-Emotional Learning	- Remind students about their school values - Challenge them to write them down - Explain the significance of each value
<u>Page 24</u> (5 mins) Social-Emotional Learning	- Remind students about their school logo - Explain that the school uniform shapes our identity - Ask students to draw their own school uniform
<u>Page 25</u> (5 mins) Social-Emotional Learning Cooperative Learning	- Get students to work in pairs/small groups: Key Question: What can stories and historical records tell us about education in early Singapore? Key Understanding: Stories and historical records provide insights into Singapore's early years. Key Concepts: Heritage & Contributions

06 Our School Day Memories

Activity	Instructions for Teacher(s)
<u>Page 27</u> (5 mins) [Optional] Object-Based Learning	• Tell students to look for the items on the page • Ask students to place a tick beside the items once they have found them in the zone
<u>Page 28</u> (5 mins) Object-Based Learning	• Introduce the traditional games to the students • Ask them to compare them with their modern games • Encourage them to ask their parents about the games • See Appendix for answers
<u>Page 29</u> (5 mins) (Optional)	• Challenge the students to complete the word search • Use this as a time filler activity, if need be • See Appendix for answers
<u>Page 30</u> (5 mins) Social-Emotional Learning	• Explain that common experiences shape our identity • Ask students to write about their favourite school day • Encourage them to draw pictures as well
<u>Origami Folding</u> (Optional)	• Take the folding sheets from Zone 3 • Use this activity as a time filler for students
<u>Page 31</u> (5 mins) Social-Emotional Learning Cooperative Learning	• Get students to work in pairs/small groups: • Key Question: What can stories and historical records tell us about education in early Singapore? • Key Understanding: Stories and historical records provide insights into Singapore's early years. • Key Concepts: Heritage & Contributions

Conclusion

Final Reflections

Activity	Instructions for Teacher(s)
<u>Whole Group Discussion</u> (10 mins) Social-Emotional Learning Cooperative Learning	• Ask the students which zones they liked most and why • Reiterate the following key understandings: ◦ The Japanese Occupation affected people in Singapore in different ways. ◦ Singapore's leaders played important roles in the nation's journey to independence. ◦ Stories and historical records provide insights into Singapore's early years.
<u>Page 32</u> (5 mins) Social-Emotional Learning Cooperative Learning	• Ask students to write down their main takeaways • Encourage them to discuss in pairs/small groups
<u>Pages 33-34</u> Social-Emotional Learning	• Encourage students to write a note to their teachers • Ask students to complete the colouring page at home • Encourage them to show their work to their parents

Appendix

Page 6 Answers

1819-1899: Our Roots in the 19th Century

4 Early Schools in Singapore

Draw a line from each fact to its school.

Established in
1842 by Maria
Dyer

Set up in 1849 by
Tan Kim Seng

Known as
Victoria School
today

The present day
Methodist Girls'
School.

Tamil Girls' School



Kampong Glam
Malay School



St Margaret's
School



Chongwen Ge



1900-1941: Education in the Early 20th Century

Expanding Community Efforts

Fill in the blanks to spell out the types of schools!

1.

MISSION Schools



2.

TAMIL Schools



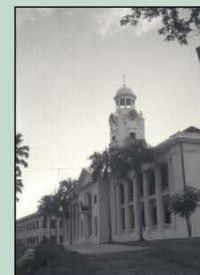
3.

MALAY Schools



4.

CHINESE Schools



1942-1945: Surviving World War II

World War II Experiences



Use the tactile interactives to complete each sentence!



During the days when there were Japanese bombing raids, it was really important to listen to air raid SIRENS.



In the classroom, we learned basic JAPANESE conversational phrases.



We substituted rice with these to satisfy our hunger: TAPIOCA and SWEET POTATO.



As a Boy Scout, I had a special assignment in the days before war broke out. I was a messenger for the BRITISH.



1979-1996: Meeting Our Challenges

4 National Campaigns

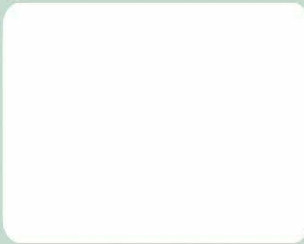


Write the name of each national campaign and draw a picture beside each.



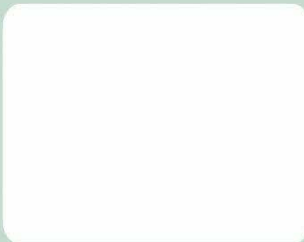
1.

Queue-up at Bus-Stops Campaign



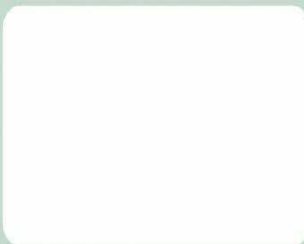
2.

National School Savings Campaign



3.

Use Your Hands Campaign



4.

Road Safety Campaigns

Our School Day Memories

4 Traditional Games

Write the name of the traditional game beside its picture.



1.

CONGKAK



2.

KUTI KUTI



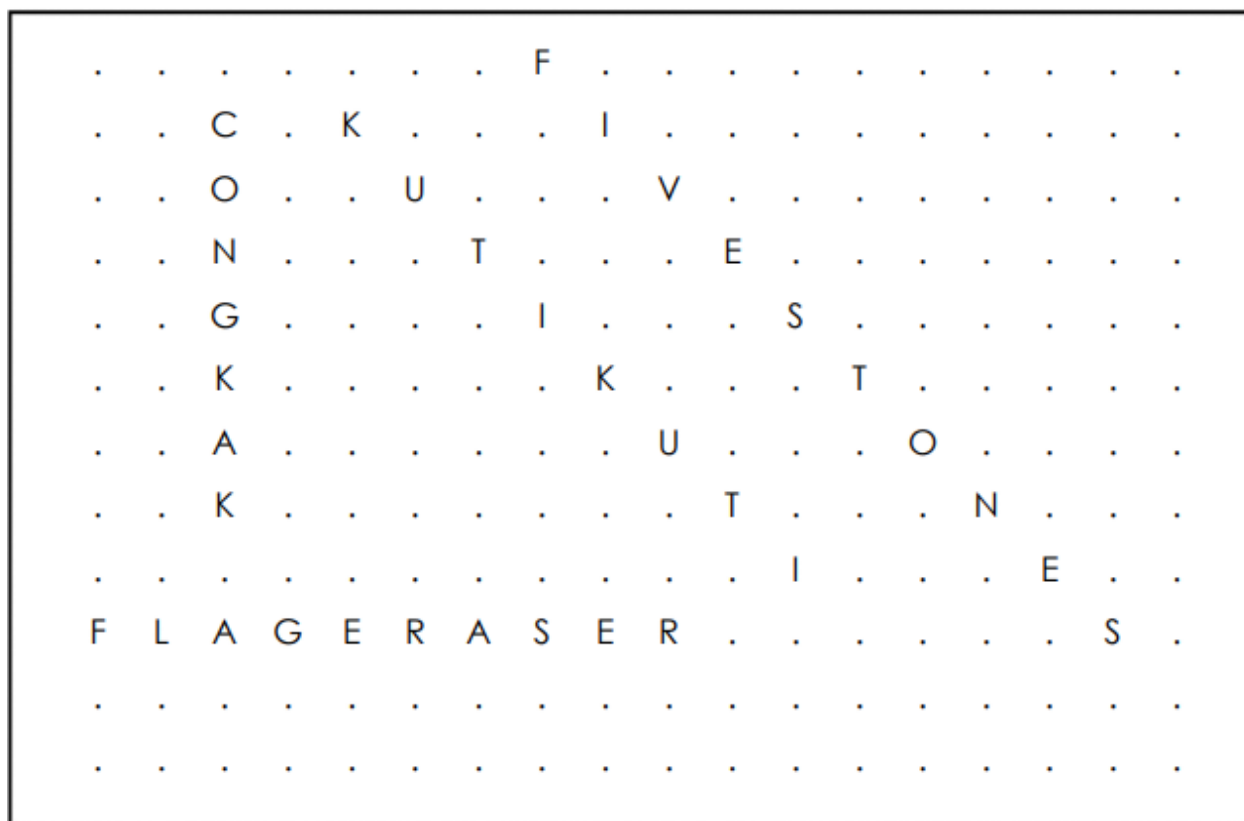
3.

FIVE STONES



4.

FLAG ERASER



MOE Heri