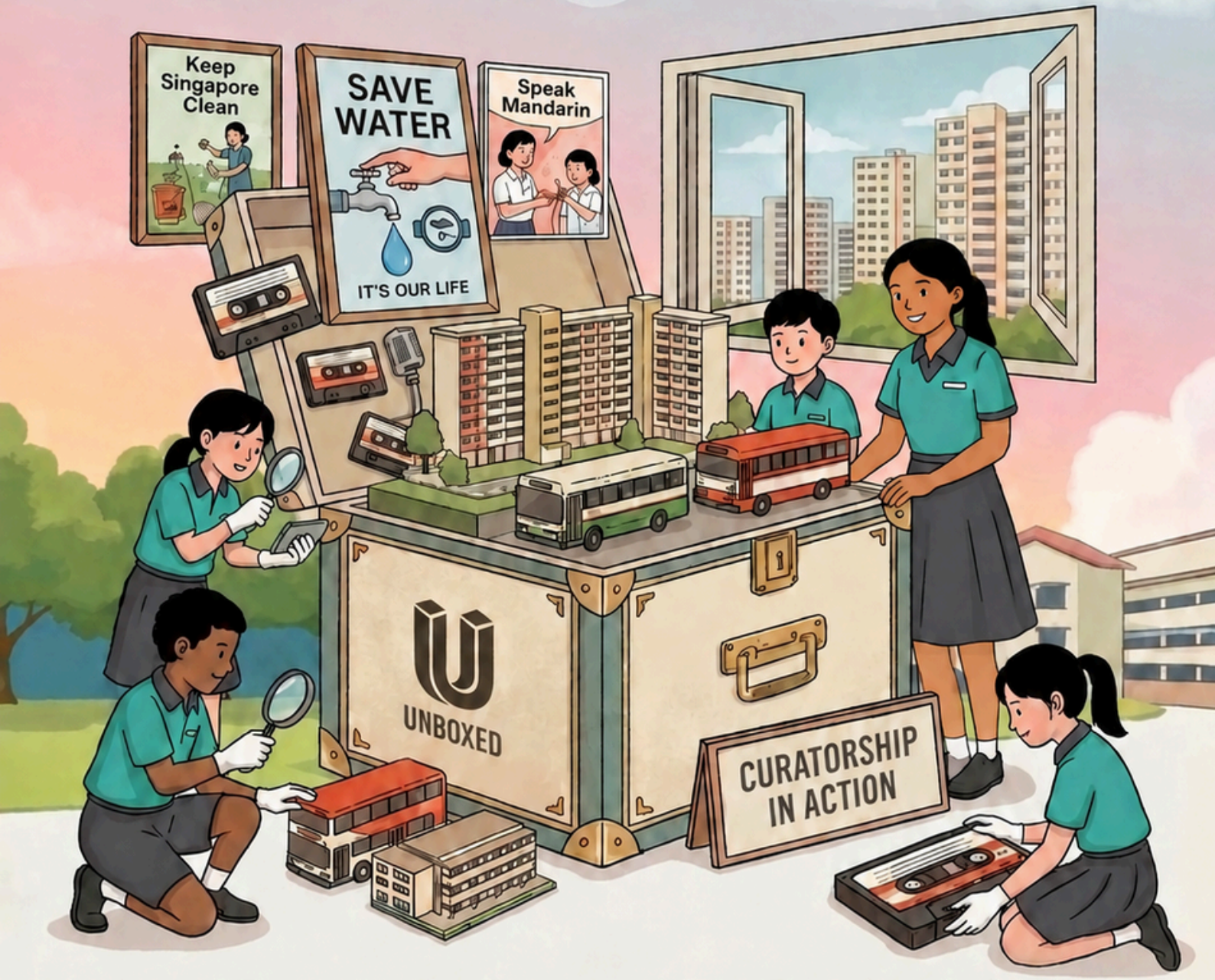
CHUA CHU KANG SECONDARY SCHOOL

In collaboration with MOE Heritage Centre and Knowledge Building Community



SINGAPORE UNBOXED

CHUA CHU KANG SECONDARY SCHOOL

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Singapore Unboxed
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(Dr Teo Chew Lee, Deputy Centre Director of CRPP NIE)

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Our sincere thanks go to **all Secondary 2 and 3 students** for their creativity, dedication and enthusiasm in bringing Singapore's stories to life. We are equally grateful to their families and loved ones for their constant encouragement and support.

We thank our **History teachers**—**Mr Melvin Chan**, **Ms Annabel Low**, **Mr Hubert Yeo** and **Mr Loh Liang See**—for guiding our Secondary 2 students through the Heritage Curatorship Programme and inspiring them to explore and share Singapore's history and heritage.

We also express our appreciation to **Mr Chai Jun Yang**, **Mr Melvin Chan**, **Mr Hubert Yeo**, **Ms Annabel Low**, **Mrs Vena Foo**, **Ms Suharti Saifee, Ms Alvina Lim** and **Mr Neil Benedict Han** for their guidance and mentorship throughout The Singapore Times project, helping students develop their ideas and transform their research into meaningful publications.

We would also like to express our sincere appreciation to **Mr Anthony Chua** and **Ms Carolyn Cheong** for enriching our students' learning experiences through transforming their historical knowledge into lyrics that captured the spirit and messages of different campaigns in engaging and memorable ways.

Finally, we thank our editorial team—**Mr Hubert Yeo**, **Mr Melvin Chan**, **Mr Chai Jun Yang** and **Ms Annabel Low**—for their collective editorial insights, careful reviews and in bringing this publication to life. We are also grateful to **Mdm Shantini**, AYH, **Ms Elodie Sng**, SH/Humanities, **Mr Timothy Boay**, HOD/Humanities, and **Ms Fong Li Sar,** HOD/ C&T for their continued support and encouragement.

To everyone who contributed to this project, we offer our heartfelt thanks. This publication is a shared achievement made possible by the commitment and generosity of our school community.

The Team



Humanities (History Unit)
(Back, L to R) Ms Elodie Sng, Mrs Vena Foo, Mr Loh Liang See, Mr Melvin Chan
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(Geog, POA & SS Units)
(L to R) Mr Chai Jun Yang, Mr Neil Benedict Han, Ms Suharti Saifee, Ms Alvina Lim

Collage of SG Unboxed Program



Foreword

BY MR TIMOTHY CHENG
PRINCIPAL, CCKSS



Where Ideas Grow and Learning Comes Alive

One of the greatest joys in education is witnessing the moment when a CCKSian moves beyond accepting what is known and begins to question, imagine and create something new. These moments remind me **why learning matters: not simply for what our CCKSians know, but for who they are becoming and what they may one day contribute to society.** This belief is at the heart of our Humanities Department, where every individual is valuable, every idea is improvable, and every inquiry is do-able. Singapore Unboxed, comprising our **Secondary 2 Heritage Curatorship Programme and Secondary 3 The Singapore Times,** brings these beliefs to life in wonderful and meaningful ways.

Through these programmes, our CCKSians discover that history is more than a record of the past and that transport is more than a means of getting from one place to another. They uncover the stories, aspirations and experiences behind Singapore's national campaigns, while exploring how transport connects people, places, identities and communities. What begins as a question becomes an investigation; what begins as an idea grows through discussion, feedback and reflection into something richer and more meaningful. I am especially **proud to see our CCKSians take ownership of their learning, listen to different perspectives and express their ideas with creativity and conviction.**

I am extremely grateful to our teachers who continually give of themselves to design purposeful learning experiences for our CCKSians, and also the partnership by our valued partners at the **MOE Heritage Centre and the Knowledge Building Singapore Community**. I am deeply appreciative of their dedication, generosity and collaborative spirit. Together, we have created opportunities **for our CCKSians to thrive, grow and discover what they are capable of achieving**.

Ultimately, Singapore Unboxed reflects our mission of creating ***A Positive Environment that Empowers CCKSians to Thrive and Contribute*** and our vision of nurturing future-ready mindsets, empathetic hearts and responsible action. My hope is that, as you explore the pages that follow, you will be inspired by the creativity, thoughtfulness and passion reflected in our CCKSians' work. **May their stories remind us that when our CCKSians are given the space, encouragement and trust to develop their ideas, learning truly comes alive—and they begin to see themselves not merely as learners of today, but as thoughtful contributors who can help shape the Singapore of tomorrow.**

Foreword

BY MS WONG LEE MIN
CENTRE DIRECTOR, MOEHC



HERITAGE CENTRE

More often than not, when I mention History as a school subject in daily conversations, I hear responses like, “Argh, I can’t memorise all the dates and facts!” It is unfortunate that History is sometimes perceived as a vast collection of minute details that make readers lose the plot. Practitioners of History — teachers, academics and exhibition curators, among others — know otherwise. History is dynamic, open to the (re)discovery and reinterpretation of sources, and multifaceted ways of presentation, all while remaining anchored in rigorous research and reasoning.

The **Secondary 2 Heritage Curatorship Programme**, a collaboration between CCKSS, Knowledge Building Singapore Community (KBS) and the MOE Heritage Centre (MOEHC), sought to deepen students’ historical understanding by guiding them as practitioners of History. Rather than receiving historical accounts passively, students learn that History is an ongoing process of inquiry and interpretation, with real-world implications and wide-ranging possibilities for presentation. The programme **brought together complementary expertise: CCKSS and KBS contributed their pedagogical strengths, while MOEHC introduced students to curatorship as a form of public history**, **encouraging them to communicate historical understanding beyond the familiar pen-and-paper format.**

MOE HC's participation in the collaboration took shape last year, following our SG60 commemorative exhibition —*Seeds of Change: School Campaigns from the 1950s till the Present*. Featuring campaigns on health and wellness, cleaning and greening, and habits and values, the exhibition explored how teachers and education partners have shaped students' lives through these movements. From early milk-drinking, toothbrushing and road safety campaigns to contemporary cyber and mental wellness initiatives, the exhibition traced the evolution of school campaigns alongside Singapore's nation-building journey. These campaigns reveal how schools have helped shape the nation's social fabric through shared experiences, values and beliefs. The exhibition thus offered a meaningful starting point for Secondary 2 Historical Investigation and the development of our collaborative curatorship programme.

What is the value of learning exhibition curation? After all, not everyone will continue with the study of History, much less practise as a curator. Exhibition curation **stretches our students' thinking, as they learn to evaluate exhibitions critically, ideate creatively, and then create something that prompts viewers to engage with, examine and explore.** It also brings object-based learning full circle. Object-based learning invites students to examine and question artefacts to develop historical understanding. In curating an exhibition, students work in the opposite direction, drawing on their historical understanding to communicate through objects/exhibits. The two approaches reinforce each other, strengthening students' historical reasoning.

During the programme, I had the pleasure of observing Secondary 2 History lessons at CCKSS and introducing students to curatorship through a tour of MOEHC. I witnessed their historical thinking and understanding deepen over time. At the start of their investigations into national campaigns, some students were misled by AI-generated hallucinations into believing that certain campaigns had existed.

Very soon, they learnt to scrutinise sources and corroborate them with other materials. By the time they visited MOEHC, they had developed a stronger spirit of inquiry, and were curious to probe into how and why curators make deliberate decisions about crafting historical information and exhibits.

It is a delight to see their progress reflected in the works and reflections presented in the following pages. **Through oral history interviews, students encountered empathy and diverse perspectives; through exhibition-making, they learnt to be resourceful and experiment with different ways of doing things. Some devised ingenious ways to create 3D effects** with limited materials, such as shaping an exhibit like a dustbin to complement its campaign theme. **Others went beyond the subject of History and composed songs** — an apt choice for campaigns often promoted through memorable jingles. **These projects demonstrate how students can bring History to life through creativity and thoughtful interpretation**. Rediscovering the subject through their eyes has also reminded me of what makes History so engaging.

I hope that many readers will find this publication useful and interesting. Students may learn from their peers, while teachers and other history practitioners may draw inspiration from this fruitful collaboration and adapt its pedagogical framework for other museum-based learning programmes. Parents, too, can appreciate the evolution of History education, and take pride in their children blossoming into young, critical thinkers.

Kudos to the students and teachers of Chua Chu Kang Secondary School for their dedicated and innovative work!

Foreword

BY MR ANDY NG
TEACHING FELLOW, NIE-NTU



Ever watched an unboxing video?

There is a box sitting on a table. Everyone already knows roughly what is inside. After all, it is usually written on the box. The lid comes off. Things are taken out and examined from different angles. The content creator spots something and reacts with unbridled excitement at a new discovery. Perhaps there is something rather educational about unboxing.

Singapore Unboxed begins with a similar proposition: ***What happens when we take something familiar and look at it again?*** For the CCKSians, the "box" is Singapore itself. Inside are things we encounter without giving them a second thought: an MRT journey, a bustling interchange, or the everyday decisions that shape how we move through our city.

Through The Singapore Times, students are invited to look beyond these familiar experiences and discover what they might reveal. Transport, for instance, may seem like a straightforward matter of getting from one place to another. Yet, look a little closer, and questions begin to emerge. ***How do we make transport accessible to different communities? What makes a transport system sustainable? How does the way we move shape our identities, relationships and experiences of the city?*** What begins as an everyday observation can open up a much larger inquiry.

As you turn these pages, you will encounter CCKSians approaching such questions from different **perspectives**, drawing connections between ideas and discovering **possibilities** they might not have considered before. They learn to look beyond the boundaries of individual subjects, recognising that the same issue can be understood in different ways depending on the questions we ask and the perspectives we bring.

This is what makes the Humanities such fertile ground for inquiry. The world rarely presents itself in neat disciplinary boxes. Its questions are interconnected, complex and open to interpretation. Making sense of them requires us to consider different viewpoints, examine our assumptions and remain open to ideas that challenge what we already know.

Knowledge Building (KB) empowers students to do just that. Rather than simply receiving knowledge, students become active contributors to its advancement. They listen to one another, bring different perspectives into dialogue and build on ideas through questioning and collective effort. Importantly, ideas are treated as improvable. An initial observation is not the end of an inquiry, but the beginning of something that can be examined, challenged and developed further. Through this process, students exercise epistemic agency: taking responsibility for the questions they pursue, the directions their inquiries take and the ways their understanding develops. They learn that progress does not always come from finding an immediate answer, but from asking better questions and working together to arrive at deeper insights.

About Us - CCKSS

Chua Chu Kang Secondary School and Teck Whye Secondary School merged in 2023 to become a new school – Chua Chu Kang Secondary (德惠中学). Building upon the strengths of both schools in the areas of uniformed groups, sports, performing arts, Applied Learning Programmes (Robotics & Automation, Sustainable Urban Design) and Learning For Life Programme (LLP), the new school has been providing a great variety of rich learning experiences for its students. Becoming one family also offers opportunities for teachers in both schools to synergise their best practices, design lessons even more innovatively and enhance students' learning further. With this robust synergy, Chua Chu Kang Secondary School (德惠中学) looks to grow from strength to strength as students experience the best of both worlds from an upsized learning experience!

To read more about the history of the former Chua Chu Kang Secondary School and former Teck Whye Secondary School, please access the following QR codes:

Chua Chu Kang Secondary School

Teck Whye Secondary School

CCKSS Humanities

At the heart of our Humanities Department is a simple belief: **Every Individual is Valuable. Every Idea is Improvable. Every Inquiry is Doable.** These beliefs shape how we design learning experiences for our students — where learning is not simply about receiving knowledge, but about questioning, connecting, creating and building knowledge together.

This reflects our school's mission of creating *"A Positive Environment that Empowers CCKSians to Thrive and Contribute",* and our vision of developing *CCKSians with Future-ready Mindsets and Empathetic Hearts who Act Responsibly*. In Humanities, we seek to bring these aspirations to life by creating spaces where our CCKSians have the agency to explore ideas, the confidence to contribute their perspectives, and the openness to learn from others.

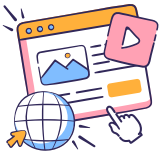
In recent years, we have intentionally designed and implemented **AI-CRAFT** — Content, Response, AI & Peers feedback, Fusion and reflecT — into our CCKSians' learning experiences. AI-CRAFT brings together Inquiry-Based Learning, Knowledge Building principles and dispositions, and E21CC literacies such as critical, inventive and adaptive thinking. Within our school, this is brought to life through **"Let's Hear Out! Let's Build On! Let's Rise Above!"** CCKSians first make their thinking visible, listen to different perspectives, build on and improve ideas, and eventually rise above their initial thinking to create something new.





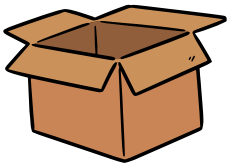
This shapes our vision for Humanities: **CCKSians as Content Creators, Creative Contributors and Community Curators.** The Secondary 2 Heritage Curatorship Programme and Secondary 3 The Singapore Times, featured in the pages that follow, are manifestations of this vision. They show what can happen when our CCKSians are given the space, structures and trust to inquire deeply, work across perspectives and create knowledge that has meaning beyond the classroom.

Ultimately, we hope our CCKSians leave us not simply knowing more about the Humanities, but seeing themselves as adaptable learners with agency, compassionate individuals who value the perspectives of others, and ethical citizens who contribute responsibly to their communities. In doing so, Humanities becomes more than the study of people, places and the past. It becomes preparation for how our CCKSians might understand, participate in and contribute meaningfully to the world they will inherit — future-ready in mindset, empathetic at heart and responsible in action.





Knowledge Building: Unboxing Singapore



A campaign poster to '*Keep Singapore Clean*'. A crowded morning train. A transport map. A family story about language.

At first glance, these may seem like ordinary fragments of Singapore life. Yet, when students place them alongside one another, compare perspectives and pursue the questions that emerge, they become evidence of how a society has changed, how it has communicated its values, and how young people have experienced those changes.

That process lies at the heart of **Singapore Unboxed**.

This publication brings together two learning experiences that invited students to investigate Singapore from different starting points. Our Secondary 2 students turned their attention to national campaigns from the 1950s to the 1990s, asking how these campaigns shaped the lives of students. Our Secondary 3 students explored transport through the Singapore Times project, drawing on History, Geography, Literature and Business Studies to examine how people, places, systems and stories are connected through movement.

The projects differ in their themes and products, but both begin with a simple proposition that ***familiar things deserve to be questioned***.



Beyond Facts and Easy Answers

Knowledge Building does not treat learning as the private accumulation of information. Instead, it turns the classroom into a community in which ideas are made public, examined, challenged and improved.

The aim is not for every student to arrive immediately at the same answer. It is for students to raise worthwhile questions, bring evidence into discussion, notice gaps in their explanations and build on what others have contributed. **A tentative idea can become stronger after a classmate offers another source, a different interpretation or an experience that complicates what seemed obvious at first**.

That was particularly important in the Secondary 2 Historical Investigation (Heritage Curatorship Program). National campaigns are often remembered through their slogans, posters and public messages. However, the students' research asked them to look beyond these visible features. What concerns did a campaign seek to address? Why did its message matter at that point in Singapore's development? How did young people encounter the campaign in school, at home or in public spaces? Did the message influence behaviour in ways its organisers had intended?

A campaign about cleanliness, for instance, could be read as a message about littering. It could also be understood as part of a larger conversation about public health, shared responsibility, national image and the use of common spaces. A language campaign could invite reflection on communication, culture, family relationships and identity. By examining evidence and listening to family memories, students began to see that history is often carried not only in official records, but also in habits, recollections and personal encounters.

Transport as More Than Just Travel



The Secondary 3 Singapore Times project approached Singapore through another familiar part of daily life: transport.

For many students, a journey by bus or MRT is so routine that it barely seems worth noticing. Yet transport shapes the rhythm of school days, links neighbourhoods, influences where people live and work and changes the ways in which a city is imagined. It also carries emotions – anticipation before an outing, weariness after a long day, anxiety during a delay, or comfort in the familiar sights of a journey home.

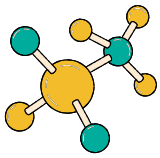
Each discipline brought a different question to the theme.

History traced the development of transport systems and considered how earlier decisions have shaped the Singapore that commuters know today. Geography focused attention on connections, accessibility, land use and the organisation of urban space. Literature invited students to notice the human and emotional dimensions of travel: the voices, images, memories and small moments that a journey can contain.

Business Studies and Accountancy added another layer. Transport systems do not run on movement alone. They require planning, investment, operating revenue, cost management and difficult decisions about the needs of commuters, businesses and the wider public. Through these subjects, students could see that everyday service is also shaped by economic realities.

Placed together, these perspectives produced a fuller picture. **Transport** was no longer simply infrastructure. It **became history in motion, geography made visible, an economic undertaking and a source of personal narrative.**

A Community of Inquiry



Neither project depended on students working alone. Research became more meaningful when ideas travelled between people.

For our Secondary 2 historians, interviews and family conversations allowed students to encounter memories that could not be found in a textbook. A grandparent's recollection of a school campaign, a parent's account of language use or a family member's response to public messages could reveal how national initiatives entered personal life. These accounts did not merely add colour to the research but also encouraged students to consider whose experiences are preserved, whose voices may be less visible and why different people remember the same period differently.

The Singapore Times project likewise benefited from a range of viewpoints. A student commuter, an elderly passenger, a transport worker, a parent travelling with children and a business operator may all experience the same transport system differently. Once students began to recognise these differing needs and perspectives, their initial ideas about convenience, accessibility and public services became more nuanced.

Collaboration also shaped the creation of the final products. Students had to decide what evidence was most compelling, how to organise their findings, which perspective to foreground and how to communicate with an audience beyond their own class. In these moments, discussion was not an addition to learning. It was the work and process of learning itself.

What Students Are Becoming



The **most significant outcome of these projects may not be any single article, artefact or exhibition panel but the habits of mind students are beginning to develop.**

They are becoming more willing to question what appears ordinary. They are learning to connect a public campaign to private memory, a transport system to an individual journey, and a historical source to a contemporary concern. They are also discovering that evidence does not speak on its own and must be interpreted carefully and considered alongside other evidence.

Equally important is the disposition to listen. Singapore's story contains many voices, and no one source or perspective can fully explain how people experience the nation. Through conversation, research and collaboration, students are beginning to appreciate both the value and the difficulty of understanding experiences beyond their own.

UNBOXING MOBILISATION

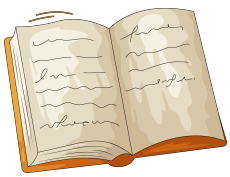
At a Glance: Whose Story Is It ?

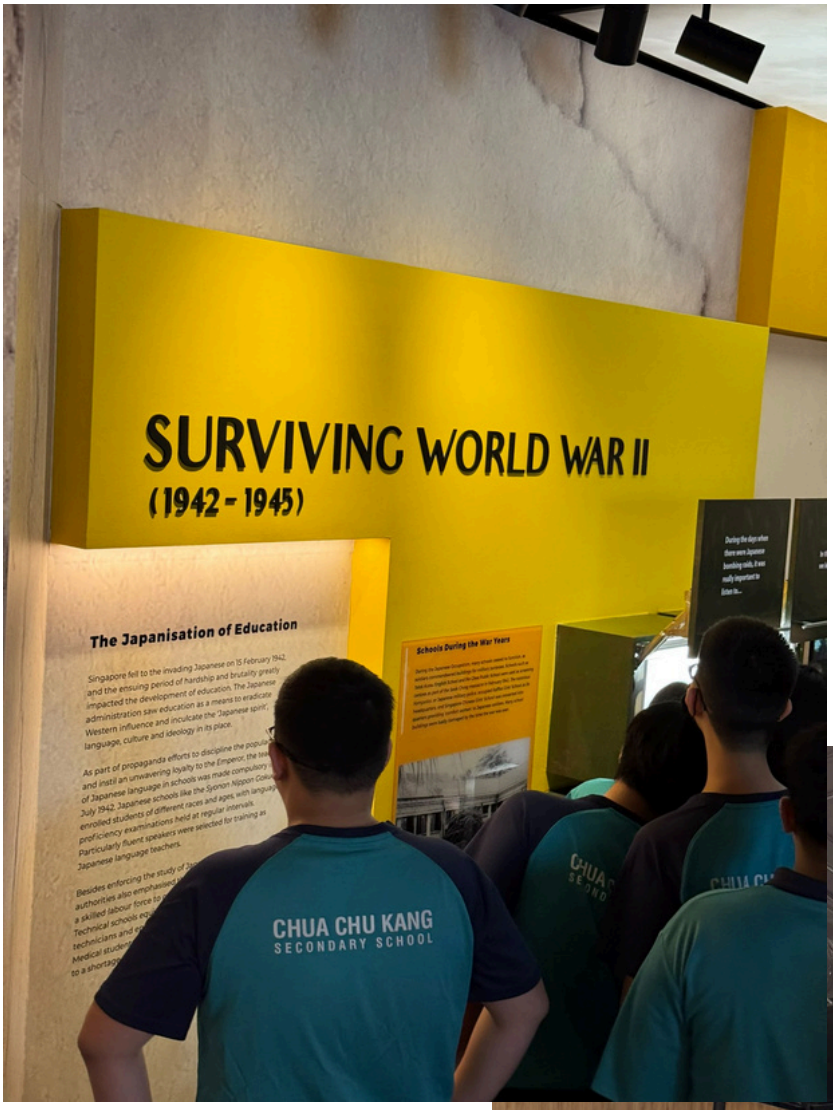


Heritage Curatorship Programme: From Historians to Curators of the Past

This year, as part of CCKSS Secondary 2 History learning, CCKSians embark on the enhanced Heritage Curatorship Programme, a signature programme developed through close collaboration between **CCKSS History Unit, Knowledge Building Singapore Community and the MOE Heritage Centre (MOEHC).** The programme begins with the disciplinary practices of a historian — asking questions, gathering and evaluating evidence, analysing perspectives and drawing conclusions — but intentionally extends beyond historical inquiry. Through MOEHC's expertise in curatorship and museum-based learning, students develop the literacy and dispositions to consider how the past can be selected, interpreted, constructed and communicated in creative, accessible and impactful ways. In this sense, Historical Investigation becomes not simply an exercise in understanding the past, but a pathway towards becoming **Content Creators, Creative Contributors and Community Curators.**

The partnership brings together complementary strengths. The History Unit facilitates the historical investigation process and grounds students in disciplinary rigour, while MOEHC introduces students to the principles and practices of heritage interpretation, exhibition and museum studies. This enables students to recognise that History extends beyond knowing or interpreting what happened. It also involves making thoughtful decisions about whose stories are told, which voices are heard, how evidence is framed and how historical understanding can be made meaningful to an audience.




SURVIVING WORLD WAR II
(1942 - 1945)
The Japanisation of Education
Schools During the War Years
CHUA CHU KANG
SECONDARY SCHOOL




HEALTH AND WELLNESS

This year, students investigated campaigns in Singapore from the 1950s to the 1990s. Through the **AI-CRAFT** Pedagogical Approach, students developed their historical understanding through cycles of content creation, response, AI and peer feedback, fusion and reflection. AI was positioned not as a substitute for historical thinking, but as one of several resources through which students could question, test, refine and strengthen their ideas. Students examined primary and secondary sources, considered different perspectives and investigated how campaigns shaped the experiences of people living in Singapore.

Their learning was further extended through collaboration with their Music teachers, as students **transformed their historical research into song lyrics**. Through music, they explored the emotional and personal dimensions of the past, recognising that historical understanding can be expressed not only through text and interpretation, but also through creativity, art, music and emotion.

Across the process, students exercised critical and inventive thinking as they made decisions about what to include, how to represent it and how to communicate it to others. Their final products therefore became more than presentations of research. They were acts of historical construction — thoughtfully curated interpretations of the past created for an audience.

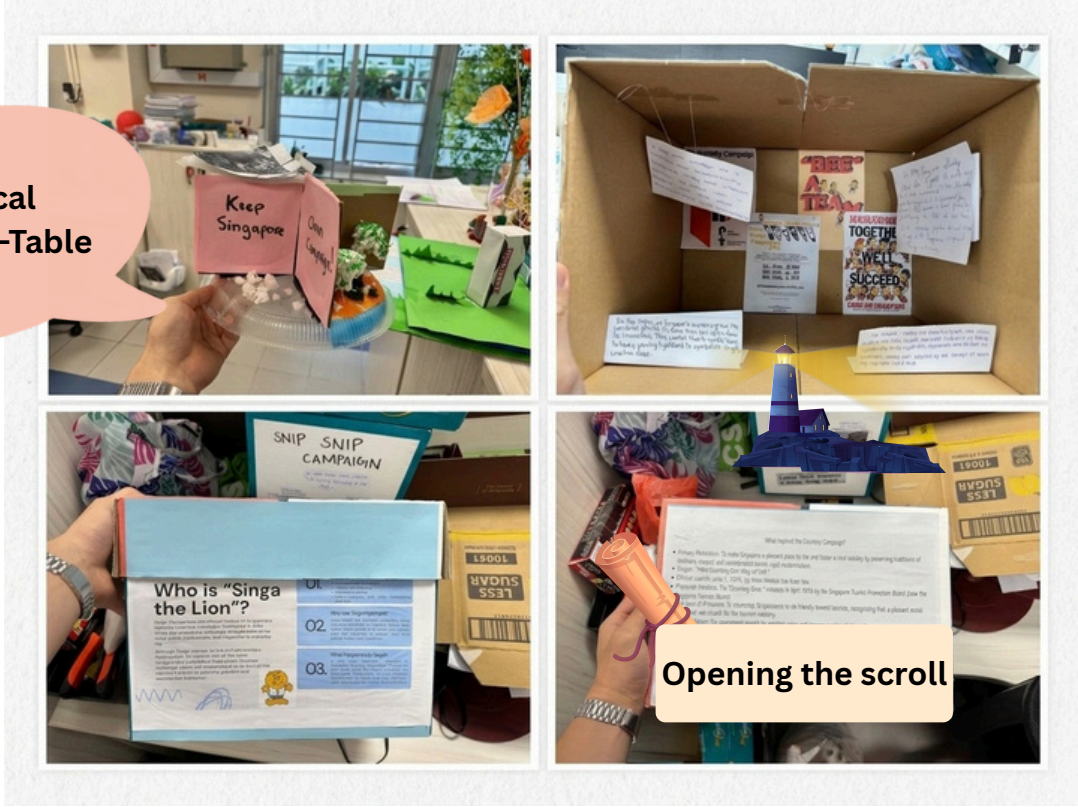
Through the Heritage Curatorship Programme, students move from **learning History to creating with History, and ultimately to curating History.** They emerge not only as young historians who can investigate the past, but as Content Creators, Creative Contributors and Community Curators who understand that heritage comes alive when knowledge is thoughtfully constructed, creatively expressed and meaningfully shared.



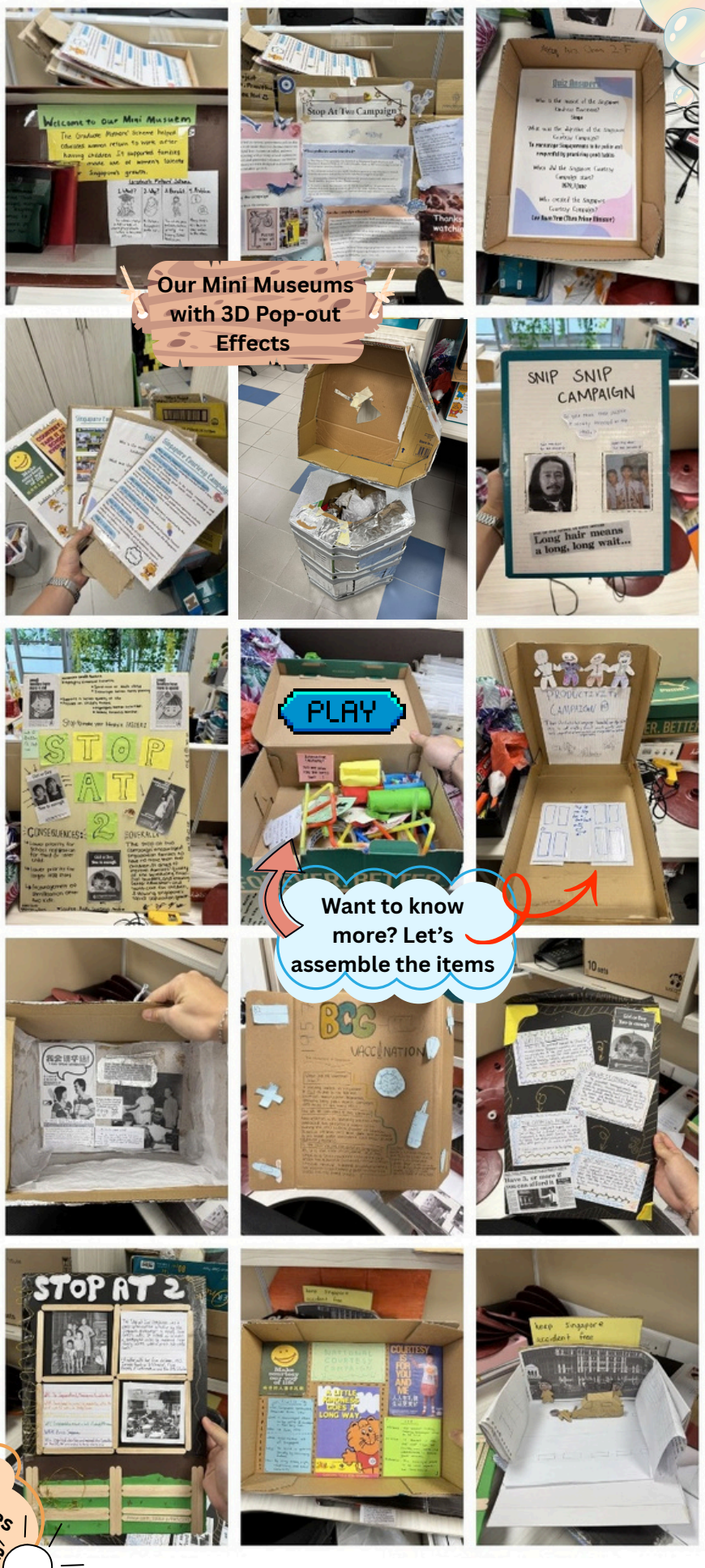



Learning Comes Alive

Our National Campaigns Exhibitions






Welcome to our Mini Museum
Stop At Two Campaign
Our Mini Museums with 3D Pop-out Effects
SNIP SNIP CAMPAIGN
Long hair means a long, long wait...
STOP AT 2
PLAY
Want to know more? Let's assemble the items
BCG
VACCINATION
STOP AT 2
COURTESY
How many categories of campaigns are there in this page?



Courtesy @ SG Classroom

With Chalkboard
Wooden Noticeboard
Wooden Tables

Bilingual

Wouldn't showing content via TV be the most ideal?

How this idea come about? MOEHC uses TV to show teachers marching as part of their training in the past

Make a guess 🙂 What games inspired these 2 exhibition designs?

Our Accompanying Musical Creations











Group Members :
Lee Yu Thong, Ng Xiao Yue, Sahana, Hanishka, Darwisyia

Plant a tree, let it grow,
[Em] Watch it reach the sky!
[G] Give the Earth a helping hand,
[C] Keep our planet bright!

[C] Plant today, grow tomorrow,
[Em] Green and strong we'll be!
[G] Every tree can make a change,
[C] For you and me! 🌳

[C] Plant! Plant! Plant a tree!
[Em] Come and join the cause!
[G] Grow a greener future now,
[C] Nature's worth applause! 🌎

Cycle 1 (16 beats)
A minor: *In nineteen sixty-eight we start*
A minor: *Government's plan to play its part*
C: *Hawkers moved, new laws were made*
G: *Singapore's pride will never fade*

Cycle 2 (16 beats)
A minor: *Schoolchildren marched to keep it clean*
A minor: *Hands at work, a common scene*
C: *Policies shaped a nation's view*
G: *Clean and green, our future grew*

Members: Rinaldy(Singer), Raanesh(Drummer), Darshan(Piano), Zishan(Saxophone), Naqeeb(Ukulele), Yau Hui(Piano)

Spotlights

Combined Groups Writeup on
Keep Singapore Clean Campaign (Pages 33-36)

From Facts to Feelings: Experiencing the Keep Singapore Clean Campaign



(L to R) Leo, Zhi Cheng, Najwan and Alex from 2D

Doing this historical investigation changed the way our group sees History. At first, most of us thought our job was simply to find information and put it together. But we soon realized that everyone had different ideas and perspectives. By listening to one another, building on each other's thoughts and sometimes changing our own ideas, we slowly shaped something that belonged to all of us. We also learnt that **historical information does not have to be presented in just one way.** Seeing the *Seeds of Change* exhibition at the MOE Heritage Centre, where a traditional classroom window was used to bring the information to life, made history feel more personal and memorable. It made us wonder, "Could we do something like this for our own investigation?"

The oral history interviews gave us the answer. We expected the people we interviewed to mainly share facts about the 1968 Keep Singapore Clean Campaign, but what stayed with us were their feelings and memories. They helped us imagine what it was like to actually live through the campaign. That inspired us to make our own presentation more experiential. **Instead of simply telling our teachers and participants about the campaign, we invited them to take on the role of Singaporeans helping to "clean" the dirty river.** We wanted them to experience, even for a short while, what people at that time might have felt. Through this process, we also began to appreciate how much work goes into the History we read. Historians, and even our history teachers, have to make choices about whose voices to include, what to focus on and how to frame the story.



If we could sum up what we learnt in one sentence, it would be:

"History becomes meaningful when we can feel the people behind the story."

[Digital] Curators: Designing Museums and Uncovering History



(L to R) Daania, Yunxuan, Jiyun, Annabel & Herlyn from 2C

One thing my group and I really liked about Historical Investigation (Heritage Curatorship) was that we could create things both online and offline, just like what we usually do in our free time. We got to choose, arrange and connect different “artefacts” to tell the story we wanted our audience to hear. It was quite fun being the designers of our own museums. We even had to use some of our art skills! This made History feel more exciting because we were not just reading about the past. We were actually creating something.

Our visit to the MOE Heritage Centre also gave us some cool ideas for our own exhibition. Looking at the displays and captions made us realise that it is not enough to just put information together. We have to think about what information to show, how to arrange it and how to make sure people can follow the story. We also started thinking about how things happening outside Singapore could affect what happened here, and why different national campaigns were introduced from the 1950s to the 1980s.

But HI was not always easy. Sometimes all of us had really good ideas, so the difficult part was deciding which ideas to use or how to combine them. We also realised that checking if our research was actually correct was harder than we thought. It was not just about finding another source that says the same thing. We had to ask where the information came from, whether the source was trustworthy, and why different sources might tell the story differently. This made us **realise that being a historian is not just about finding information. There is actually a lot of thinking behind how we understand and share History.**



After this whole experience, we think History is like a jigsaw puzzle. Each source, artefact and person gives us a different piece. Some pieces may not fit at first, and sometimes we may even realise that we are missing a piece. We have to look carefully, ask questions and decide how the pieces fit together to understand the bigger picture.



“History is like a jigsaw puzzle —
every piece tells part of the story, but we have to put the pieces together.”

Beyond the Unconventional: Uncovering the Snip Snip Campaign

Can you imagine that you were being stopped at our SG checkpoint because of your hair? This was exactly what SG did in 1972 when she launched the Operation Snip Snip—aimed at discouraging long hair on men to curb a growing subculture !



(L to R) Cayvier, Auni, Jing Xuan, Sandra and Xin Ya from 2E

Embarking on this historical investigation completely changed the way our group approached the subject. Right from the start, we agreed that we did not want to settle for a typical or common topic. Instead, we pushed ourselves to dig deeper and search for a lesser-known piece of history, which ultimately led us to discover the Snip Snip Campaign. Exploring different interactive exhibitions played a huge role in shaping our journey. Seeing how dynamic displays brought historical events to life inspired our group to brainstorm a wide variety of creative ideas before we finally settled on our chosen design.

Bringing our vision to life required close teamwork as we collaborated to build our prototype. The process was hands-on and active; we even had to improvise on the spot for several parts, which made the experience all the more memorable and engaging. **What made this project truly rewarding was the opportunity to dive into such a unique campaign. Without this project, none of us would have had the chance to learn about—or even know of—the Snip Snip Campaign. It showed us how much fascinating history remains hidden just beneath the surface.**

“History becomes truly exciting when we step off the beaten path to uncover hidden stories.”



Shaping Families, Shaping a Nation: Unpacking the "Stop at 2" Campaign

SG government introduced the "Stop at Two" campaign to encourage families to have no more than two children due to rapidly increasing population. Wahat most people remember was the memorable poster that shows two sisters sharing an umbrella, with the message that two children were enough! Our group felt that this campaign worked so well until our government now needs to u-turn this campaign.



(L to R) Chee Hui, Yu Xin, Moksha and Pranitha from 2E



When our group got together to pick a topic, we immediately gravitated toward Singapore's famous "Stop at 2" campaign. We were super curious to dive into Singapore's past population policies and discover how these government decisions actually impacted everyday society. Visiting the MOE Heritage Centre gave us the perfect burst of inspiration! Seeing how Singapore's history unfolded through real-life perspectives helped us figure out how to frame our own product. We wanted to go beyond just listing policy facts—we set out to clearly explain the purpose behind the campaign and capture its true historical significance.

Bringing our project to life was such a fun, collaborative effort! From brainstorming initial concepts to dividing up the tasks, working alongside my group mates made the entire process so energetic. We constantly bounced ideas off each other and double-checked our work to make sure all our information was clear, engaging, and accurate. My absolute favorite part of this experience was learning how Singapore's policies have shifted over time. It really showed us how history continues to shape the way we live today!

"Understanding our past policies helps us truly appreciate how far our society has come."

From Classroom to Society: Reliving the 1979 Courtesy Campaign

In 1979, Singapore introduced the Courtesy Campaign to remind all Singaporeans to be more polite and considerate in their daily lives. With more people sharing buses, lifts and public spaces, getting along with others became even more important! This campaign encouraged everyone to make kindness a daily habit. Fun fact: before Singa the Courtesy Lion [do you know how it looks like?] became the campaign's mascot in 1982, it started with a simple smiling-face logo! 😊



(L to R) Qalesya, Tiara, Yixin and Zemily from 2H

Historical investigation is more than just reading about the past—it is a hands-on process of gathering evidence, asking meaningful questions, and uncovering the real stories behind historical events. With this year's focus on national campaigns, our group stumbled upon the Courtesy Campaign of 1979. The topic immediately struck a chord with us because we had all grown up with its modern counterpart, the Singapore Kindness Movement (SKM), during our primary school days. Having that personal connection made the history feel relatable and deeply relevant. Our visit to the MOE Heritage Centre Learning Journey sparked our creativity even further when our group leader noticed an interactive, blind-like display. **Captivated by how engaging it was, we incorporated that exact display design into our own makeshift classroom showcase for the project.**







Bringing the final presentation to life was a seamless team effort. Some of my groupmates worked tirelessly to construct the detailed miniature classroom model, while others focused on compiling and writing down our historical findings. Our classmates were equally supportive, generously lending us crafting materials and inspiring us with their own creative exhibits. Looking back, what we enjoyed most about the research was discovering a deeper connection to our country. We realized that **Singapore's early development wasn't purely about academic results or economic profit; it was also about instilling positive lifelong values in citizens from a young age,** extending all the way from the primary school classroom into the workplace.

"True national progress is built not just on economic success, but on the values that unite us as a community."

Strengthening our Cultural Roots: The Speak Mandarin Campaign

Back in 1979, Singapore launched the Speak Mandarin Campaign to encourage Chinese Singaporeans to speak more Mandarin and less dialects. 🇸🇬 But do you know that there's a fun part — this campaign had her own theme song, 《大家说华语》 ("Let's Speak Mandarin")! 🎵 Instead of just using posters and speeches, the campaign used songs, TV and radio to get people on board. Doesn't this sound pretty much like how we are using social media today to spread a message, just in a very 1970s way!



(L to R) Khloe and Yuxi from 2A

Working on the project with our teammates us allowed me to gain a deeper understanding of the "Speak Mandarin Campaign", such as on why campaigns such as the “Speak Chinese Campaign” were organised. Conducting research and finding reliable sources also helped us to learn many new things and develop a deeper understanding of the topic.

It was a novel experience as none of us had ever presented a project in front of so many teachers before. Although we felt anxious initially, we gradually **gained confidence as we started to share our findings and explained our project**. This experience helped us overcome my nervousness and become more comfortable speaking in front of others.

Despite being rigorous, we thoroughly enjoyed the process as it was a refreshing change. We also had the opportunity to **step out of our comfort zone by collaborating with different people and exchanging ideas and perspectives through discussions on Knowledge Forum**. This platform allowed us to share our ideas, exchange opinions and learn from one another. It helped us broaden our understanding and consider different perspectives.

Overall, this project was **a valuable and memorable experience** that allowed us to develop **communication, teamwork and critical thinking skills**. We learned to step out of our own comfort zone and express ideas more confidently. In the future, we hope to improve on our presentation skills and become more comfortable speaking in front of a large audience. More importantly, it taught us that learning **history goes beyond simply memorising facts, as it also involves interviewing, exploring different perspectives and learning from others.**

“Great historians don’t just study the past;
they work together with heart to bring its stories to life.



UNBOXING MOVEMENT

At a Glance: Weaving Singapore's Stories

Building on the success of The History Times, CCKSS has evolved the programme into The Singapore Times, a signature Secondary 3 Humanities experience that brings together students across Principles of Accounts, Geography, Elements of Business Studies, History and Social Studies. While The History Times began as a platform for students to deepen historical understanding through inquiry, collaboration and Knowledge Building, The Singapore Times extends this pedagogical design across the Humanities, providing students with opportunities to explore a shared theme through multiple disciplinary lenses.

The programme is structured around four dimensions: **Let's Connect! Let's Comprehend! Let's Conceptualize! Let's Curate!**

Let's Connect! brings approximately 30 students from different subject disciplines into mixed groups to build relationships, generate ideas and explore the possibilities of transport. Students are given the agency to design creative ways of knowing one another and investigating the theme, positioning them as content creators from the outset.

Let's Comprehend! broadens their conceptual horizons through interactions with teaching fellows, professors and industry practitioners. These encounters reveal **transport as a multifaceted subject connected to inclusivity, gender, globalisation, identity and emotions.** Students question, brainstorm and make connections as they encounter perspectives beyond their immediate disciplines.

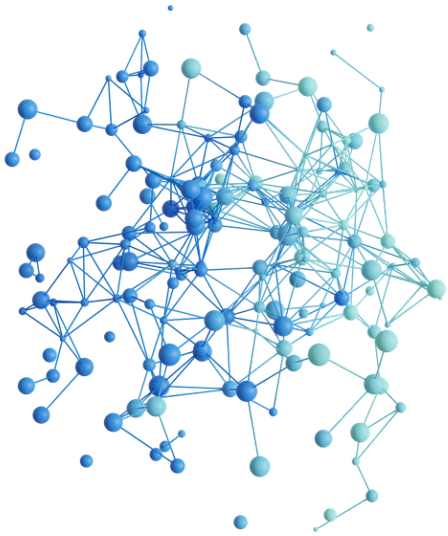
Let's Conceptualize! provides students with the space to return to their disciplinary communities and develop their own themes, categories and inquiries. **Ideas take shape through different disciplinary lenses, ranging from profitability and sustainability to socio-historiographical perspectives and qualitative inquiry.**

Let's Curate! moves beyond content and concepts into the principles of design and museum studies. Students make deliberate decisions about how knowledge is selected, organised, interpreted and communicated for an audience.

Across all four dimensions, **cross-group feedback** is intentionally embedded, while students are given the latitude to introduce approaches of their own. Oral interviews, AI-generated alternative responses and other self-initiated strategies become purposeful ways of extending and refining their ideas.

In this way, The Singapore Times represents the continued evolution of CCKSS' Knowledge Building journey — from disciplinary mastery to interdisciplinary knowledge creation. It embodies our vision of students as **Content Creators, Creative Contributors and Community Curators**, demonstrating that when young people are given the agency, structures and trust to build knowledge together, the possibilities for learning extend far beyond the classroom.

"Learning becomes transformative when students move from receiving knowledge to connecting, shaping and creating it together."



Spotlights

To view the work of our students for *The Singapore Times*, please navigate to the Google Drive via the QR code below 🙂



Always on the Move
Moments, Memories and the Making of SG Transport Story

"Transport lines carve out their place in the history of a place... they shape the fate of cities."

These words by *Senior Minister of State Murali Pillai* remind us that transport is more than a way of getting from one place to another. It tells the story of how a nation grows, connects its people, and responds to change. *Always on the Move: Moments, Memories and the Making of SG Transport Story* **explores how Singapore's transport system [20th centruy] has changed and improved over time while continuing to connect people and places.** From the Causeway linking Singapore and Malaysia to the opening of Changi Airport and the growth of the MRT network, each milestone marks an important chapter in Singapore's journey. But history is more than a timeline of events. It is also about the people who lived through these changes—their journeys, memories and emotions—and how these experiences continue to shape the way we see Singapore today. This newsletter also **invites you to think about transport in a broader way. It is not just about buses, trains or planes, but about every journey that connects people, communities and even Singapore's offshore islands.** As you read on, discover how Singapore's transport story reflects both change and continuity, and how every journey has helped shape the Singapore we know today.

OUR TRANSPORT MINISTERS OVER THE YEARS [1965-99]

Yong Nyuk Lin
Lim Kim San
Ong Teng Cheong
Ong Pang Boon
Yeo Ning Hong
Mah Bow Tan

Time to test your knowledge :)
Let's do Mix and Match





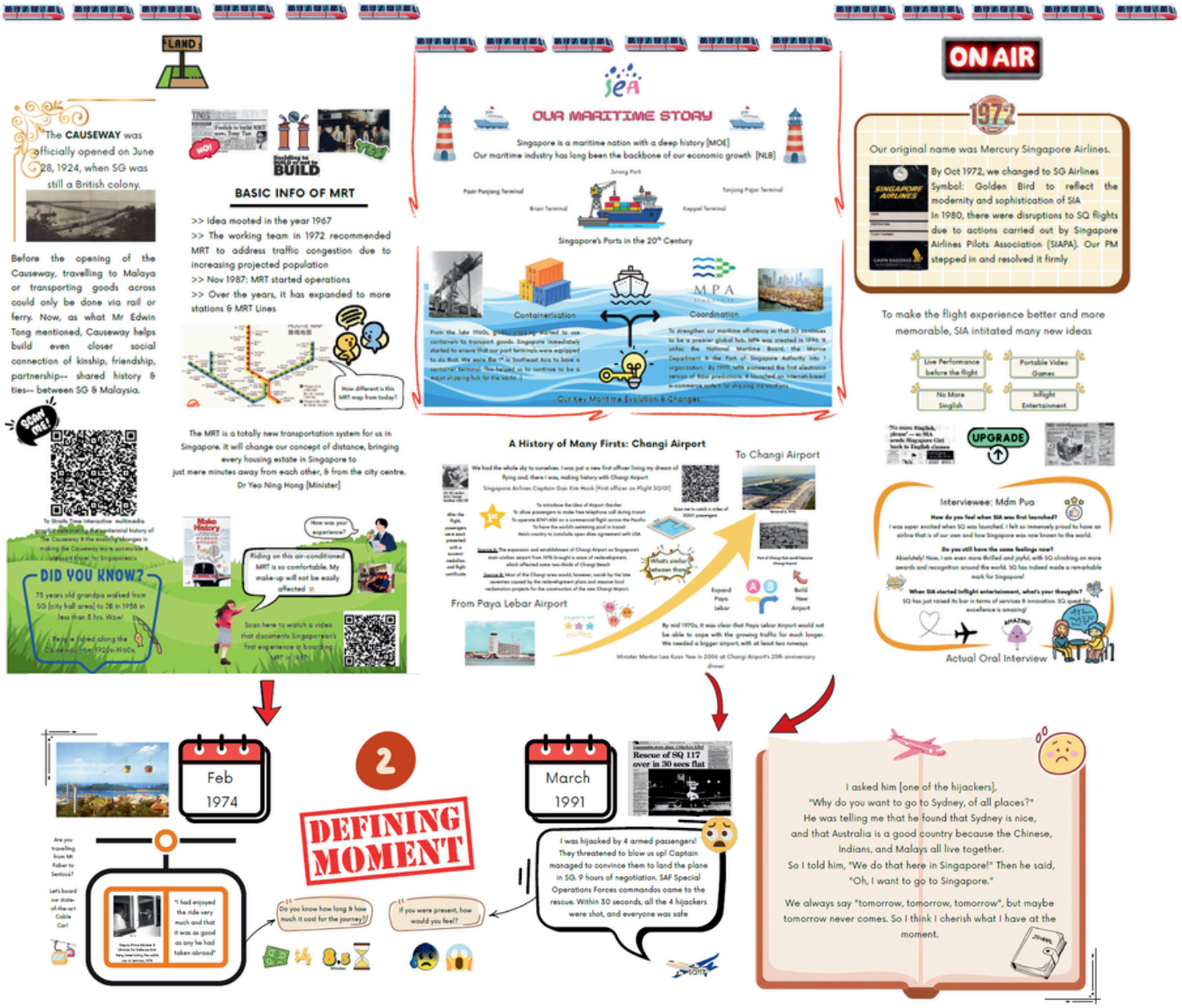
Transport related Logos in 20th Century SG



Bus/MRT 'cards' in post-independence SG



Commemorative Stamps showing the various modes of transport in 20th Century SG



Our newsletter *Always on the Move: Moments, Memories and the Making of SG Transport Story* shows us that **transport in Singapore is more than just getting from Point A to Point B**. From the Causeway connecting Singapore and Malaysia to Changi Airport and our ever-growing MRT network, transport has been a major part of Singapore's glow-up over the years. Even something as simple as taking a lift plays a part in how we move around every day. But here's the plot twist: transport is not just about travelling! During the Hock Lee Bus Riots, buses became a symbol of unity, bringing different groups of people together to stand up for what they believed in. Ferries to Pulau Tekong also played an important role in people's lives, from helping residents leave the island to bringing National Servicemen there for military training. These examples show that **transport is connected to our memories, emotions and major life events.** By looking at transport from different perspectives, we can better understand how it has shaped Singapore and the people living here. **At the end of the day, our transport system is more than just buses, trains and planes — every journey has a story, and together, these stories make up Singapore's history!**

Transportation Re-imagined:
From Soaring to Striking

We often think of transport as getting from one place to another.
But every day, lifts transport us too—just vertically[soar].
A simple ride up tells a bigger story of how SG move.

SOARING

HOUSING & DEVELOPMENT BOARD

Started in the year 1960



First public housing blocks [Blk 45, 48 & 49 @ Stirling Rd] were 7 storey highs & no lifts



Subsequently, all high-rise HDB had lifts, starting from HDB flats @ Mattar Road



There are lift enthusiasts in SG





Yes. Some of the older lifts in SG did not have windows, making them dark and frightening. This is another reason why some Singaporeans were afraid to use the lift.

At the start, what were Singaporeans' impression and feelings towards lifts?

When HDB lifts were first introduced, many Singaporeans were afraid to use them because they feared the lifts might break down or fall. Others were frustrated because the lifts only stopped on selected floors, forcing them to climb stairs. Elderly residents and families with young children found this especially inconvenience

If you have ever wondered why a lift in an older HDB block does not stop at every floor, you're at the right place.

We need to rewind to Singapore's early housing boom. Back then, HDB wasn't designing for convenience or aesthetics it was designing for survival. The priority was simple: house as many families as possible, as fast as possible, and with whatever budget was available.

One resident, Madam Kim Kay Eng, said: "I can walk down (the stairs), but it is very dangerous... If there (had been) a lift landing, I could have pushed (the wheelchair) in directly."



Did you know HDB lifts were once some of the most dangerous places in Singapore?
Two men were behind a massive slew of 50 lift robberies all around Singapore in the 1980s and 1990s, this made residents feel scared and some key taglines were "Avoid travelling alone, especially in lonely dark areas" and "Don't be an easy target for criminals. Avoid flaunting your valuables in public



The Hock Lee bus riots took place on 12 May 1955 in Singapore. How did it started

The Hock Lee Bus Riots in 1955 happened because workers were unhappy with their working conditions, while communist groups also took the opportunity to influence and organise the protests. What began as a labour dispute soon turned violent, causing deaths and injuries. The riots eventually ended after the British government restored order, but this highlighted the power of workers and also that social unrests can happen anytime and at any moment.

At first glance, a bus is simply a mode of transport. Yet during the Hock Lee Bus Riots, it became a powerful symbol that united different groups around a shared cause. This shows that historians can study transport not just as a means of travel, but also as a force that shapes peoples' encounters and experiences.

STRIKING



Another Example of transport as symbol: 1948 SHB Strike



Another Example of transport as symbol: 1980 SIA Strike



Hear this oral interview conducted with David Marshall [our Chief Minister] who shared his recollections of this riot

A man who was 9 years old at the time recalled:

I had to walk home along Alexandra Road. I remember seeing armed policemen and noticing some commotion at the Hock Lee Bus terminus without really understanding what it was all about

A Tekong Temple's Journey to Mainland Singapore

Temple of Sun Deity

September 1986: Resettled to mainland SG

How was it transported?

The SAF had assigned its military personnel, several 5-tonners and a RPL (Ramp Powered Launcher) to assist in the transportation of the temple's idols and paraphernalia.

SCAN ME!



Fast craft ferry service
Fully air-conditioned

To



From Ramp Powered Launch

Soldiers frequently described the journey as making them feel like "refugees"or "coolies"

How SG transported soldiers from mainland to Tekong for military training?

1999: BMTC School 1 and 2 were all in Tekong

1996: BMTC School 1 established in Tekong

Basic Military Training Centre

Short Video of Tekong schools by MOEHC

SCAN HERE!

DID YOU KNOW?

Adapted from MOEHC IG

Before Singaporeans associate Pulau Tekong with National Service and military training, Tekong was an island of kampongs and village schools! The students there studied the same syllabus as those in mainland SG. However, by the mid-1980s, all schools in Tekong were closed as people moved to mainland SG

INTERESTING FACT

Transport is more than just moving people from one place to another—it can also be about shuttling people through important life transitions. Ferries shuttled NSF recruits to Tekong for military training, while earlier they carried Tekong's residents to mainland Singapore when they had to leave the island. Transport thus shaped important transitions in people's lives.

SHUTTLING

CHIANGIE





Can the same historical event related to transport bring about different emotions in different time periods?

Causeway [1924]
Choose an interviewee who did not personally witness this event before. Get him/her to read this newsletter. Ask him/her how he feels about the launch of the Causeway.

If there is a need, you can tell him/her that there is 2nd link and regional planes

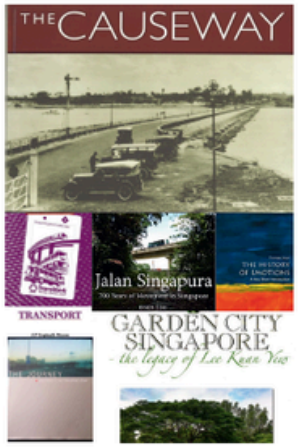
Interview a person who lived in 1970s SG. Ask him/her about his/her initial view about taking lifts. Now, after about 50 years, how would he/she looked back at this new 'transport' idea of taking lift at that time? Would it be the same? Why or why not?

Can a person who gone through the same event change his/her emotions along the way?

What then does this suggest to you about History?

Books/Articles that are easy to be read







Articles on Sentosa's Cable Cars at 50 + Making of the Causeway

Article on The Road to Nationalisation: Public Buses in Singapore

Article on A Great Way to Fly: Singapore Airline's Story

Article on Our Home Sweet Home [Talks about HDB experience]



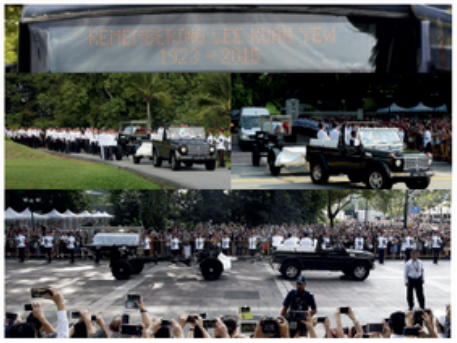


GARDEN CITY

He [Mr Lee] gave the order in 1978, by the time the airport opened in (1981), sure enough, we had nice, small trees covering this beautiful area
~Mr Wong Yew Kwan, 82, Singapore's first Commissioner of Parks and Recreation from 1974 to 1982~

Mr Lee wanted trees to line the island's streets and roads, and instructed the relevant agencies to plant them wherever possible — not just any trees but Angsana and rain trees.
~CNA~





Transportation of Mr Lee Kuan Yew's Casket on March 2015

CCKSS Curators: Joe, Gil, Dylon, Gladys, Jeshaiah and Syamantaka
Supported by Mr Melvin Chan [Our History Teacher]

Always on the Move: Moments, Memories, and the Making of Transport History

Dylon, Gladys, Gil, Jeshaiah, Joe, Syamantaka

When we first heard that our Singapore Times theme was SG Transport, we thought it would be quite straightforward. We thought we would probably be talking about buses, trains, planes and the MRT. But after going through the lectures, games and activities, we realised that transport could be much more than just getting from one place to another. We started thinking about transport as something connected to identity, memories, emotions and even how people come together.

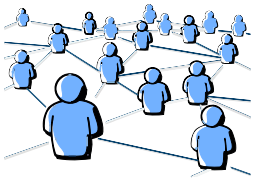
As History students, we wanted to see what we could do with all these new ideas. 

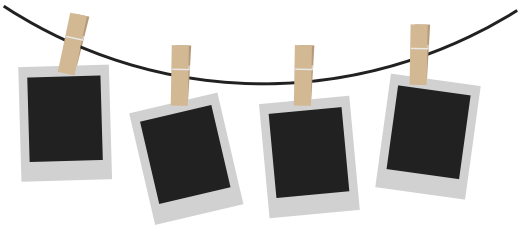
One thing we definitely had was A LOT of ideas. Sometimes we had so many ideas that choosing one was actually the hardest part! Through our Knowledge Building and AI-CRAFT process, we learnt to listen to each other and build on what someone else had said. Sometimes, we also had to change our own ideas. **Instead of thinking, "My idea is better," we started asking, "How can we make this idea even better together?"**

This was how we started looking at **transport in different ways**. We came up with ***"Soaring"***, where we looked at something as normal as a lift. We never really thought of a lift as something worth studying in History, but then we started asking how even a simple ride upwards could tell us something about how Singapore has changed. We also came up with ***"Striking"*** when we looked at the Hock Lee Bus Riots. A bus was no longer just a bus. It became connected to people, conflict and an important event in Singapore's history. It was quite interesting to realise that **something so ordinary could have such a big story behind it.**



The interdisciplinary part of Singapore Times also helped us a lot. We got to hear ideas from students doing Geography, Social Studies and POA before going back to our own History group. At first, we were not really sure how their ideas would fit into History. But they actually made us think differently. Geography made us think about places and how they are connected. Social Studies made us think more about people and society. We started asking questions like, How did transport affect different people? How did it change their everyday lives? Why did certain changes happen at that time? **We realised that looking at History does not mean only looking at dates and events. We can also look at society, places, ideas and people.**







Another thing we learnt was that putting together our newsletter was not as easy as we thought. We had lots of different "threads" — the Causeway, Changi Airport, the MRT, ferries to Tekong, the Hock Lee Bus Riots, lifts, memories and emotions. Our job was to somehow bring these different threads together and make them into one story. **We joked that we had to become the "grand weavers" of our own History story!**

We had to think about which ideas could go together, which ones needed more explanation and which ones would actually help our readers understand something. We also had to go deeper **instead of just saying, "This happened." We kept asking, Why did it happen? Why was it important? What changed? What stayed the same? How did people feel or experience it?** This helped us connect our ideas to History instead of just putting interesting facts together.

The 5Is — Interactive, Inquisitive, Innovative, Informative and Integrative — also helped us think about how to make our newsletter more interesting. We did not want people to just read it, finish it and forget about it. We wanted them to stop at certain parts, ask questions and maybe even think about transport differently after reading our work.

After many rounds of discussing, changing and putting our ideas together, we finally came up with our title: ***"Always on the Move: Moments, Memories and the Making of Singapore's Transport Story."*** We liked this because it showed that transport is not just about moving. There are people, memories and experiences behind every journey.

Looking back, one of the biggest things we learnt is that transport is actually everywhere in History. It can be a bus, a lift, a ferry, a railway or an airport. But behind each one are people and their stories. Sometimes, we just have to look a little closer to find them.

We are especially proud that **we got to share this whole experience with Mr Desmond Lee at the Redesigning Pedagogy International Conference,** where only two schools were selected to showcase their work. It was quite special for us because we were not only sharing our final newsletter. We were also sharing how our thinking changed along the way and how we learnt to look at something as ordinary as transport in a very different way.

"Transport is more than moving people and places. It is about the people, connections and stories that happen along the way."

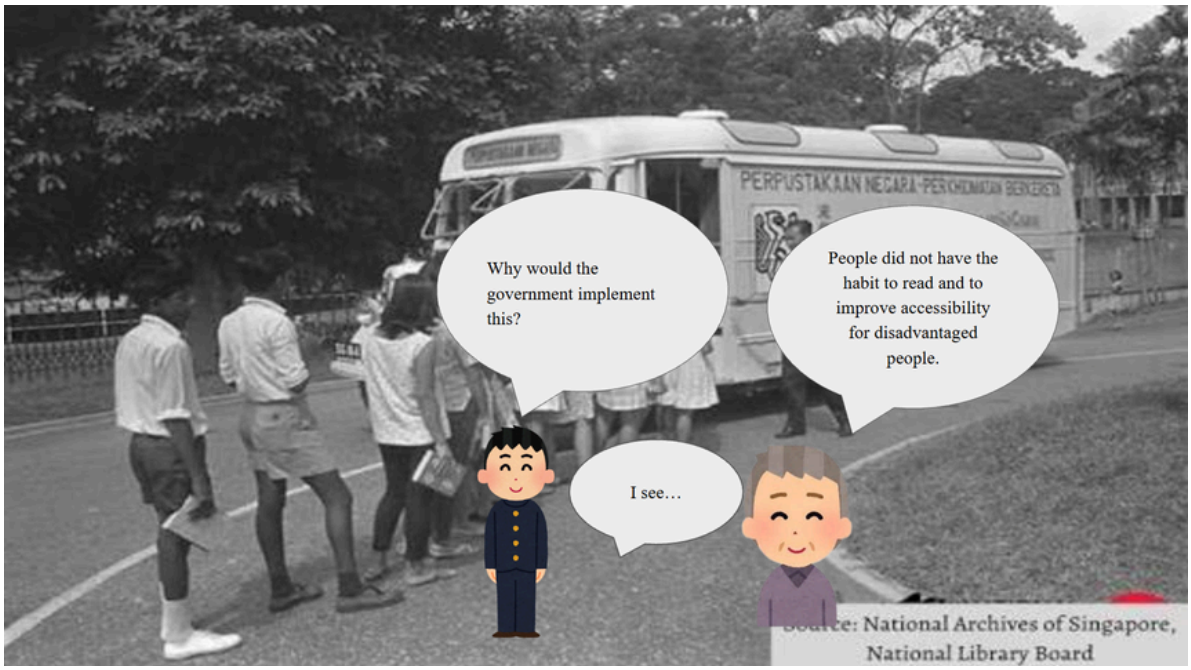


Gil (2nd from Left, on behalf of the group) presented to Mr Desmond Lee, under the guidance of Mr Melvin Chan (right)

Journey to the Past: Exploring Singapore's Transport Networks

Sanjoy, Varnith, Zhi Xin, Zion

We wanted to explore how public transportation has shaped Singapore's development by creating an **interactive visual novel** that takes readers on an extraordinary journey through time! The story begins in modern-day Bukit Panjang when an LRT disruption and a passing storm transport the protagonist, Jayden, back to 1905. As grey mist sweeps him across key historical eras, Jayden experiences the gritty realities of early transport—from barefoot coolies carrying kandis, bullock carts, and early steam locomotives to bicycle-bound Japanese troops during WWII at the historic Ford Factory. He witnesses the chaotic, strike-plagued private bus lines of the 1950s, the government centralization under Singapore Bus Services (SBS), the rollout of "Molly" the mobile library bus, and the dangerous engineering triumphs behind Singapore's first MRT system in the 1980s. **After a glimpse into a future powered by autonomous AI buses, Jayden snaps back to the present with a deep appreciation for how generations of innovation continue to keep our island moving forward.**



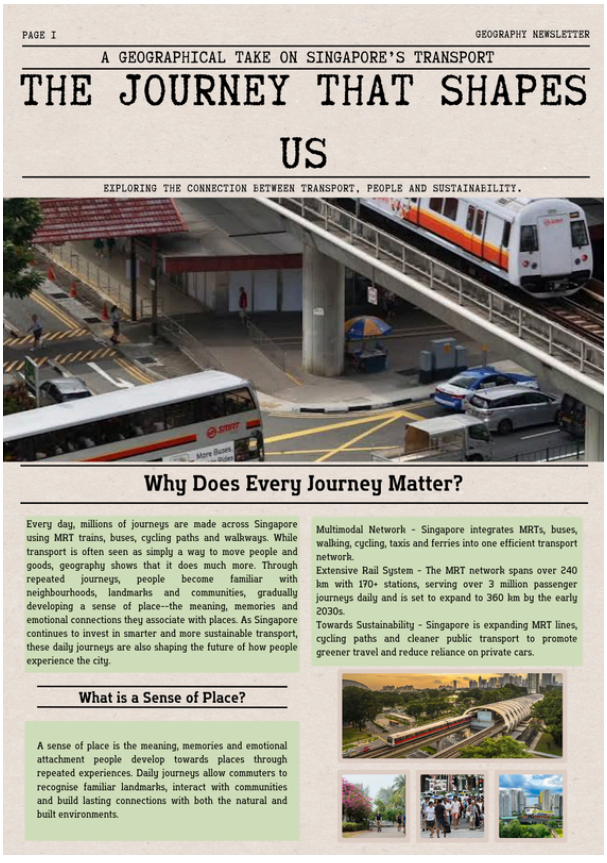


Working on the Singapore Times was a multidisciplinary effort that involved working with our schoolmates from different classes, with each of us bringing our own strengths and ideas. As a group, we would describe Singapore Times as complex yet rewarding. It pushed us out of our comfort zones because we had to work with people we were not familiar with. However, meeting new people also brought fresh ideas and different perspectives that helped improve our project. Furthermore, listening to one another was important in making our product better. This meant accepting feedback and making improvements. We also learnt that not everyone would have the same opinions, so we had to compromise and find a middle ground to move forward together. Ultimately, our success depended on how well we communicated, worked together and supported one another. **Through this experience, we learnt that teamwork is not just about sharing ideas, but also about listening and working together to achieve a common goal. Doesn't this sound like Singapore's transport system, where different modes of transport have to work together to get people to their destinations? Just like our team, isn't the key to success finding a way to work together so that everyone can move forward smoothly?**

More Than a Commute: People X Transport X Sustainability

Gagan, Maximus, Michael

Presenting our Singapore Times newsletter to external educators allowed us to reflect on how transport connects sustainability, technology and people's daily lives. Through Dr Desmond Tay's Expert Sharing, our group learnt that **transport is not only about mobility, but also supports economic activities while creating environmental challenges.** Learning about the historical shift from electric vehicles to petrol-powered transport and back to EVs showed us how technology adapts to changing societal and environmental needs. Working together as a group also taught us the importance of listening to different perspectives and building on ideas collaboratively. This experience broadened our geographical understanding and strengthened our confidence in communicating geographical ideas.



PAGE I GEOGRAPHY NEWSLETTER

A GEOGRAPHICAL TAKE ON SINGAPORE'S TRANSPORT

THE JOURNEY THAT SHAPES US

EXPLORING THE CONNECTION BETWEEN TRANSPORT, PEOPLE AND SUSTAINABILITY.

Why Does Every Journey Matter?

Every day, millions of journeys are made across Singapore using MRT trains, buses, cycling paths and walkways. While transport is often seen as simply a way to move people and goods, geography shows that it does much more. Through repeated journeys, people become familiar with neighbourhoods, landmarks and communities, gradually developing a sense of place--the meaning, memories and emotional connections they associate with places. As Singapore continues to invest in smarter and more sustainable transport, these daily journeys are also shaping the future of how people experience the city.

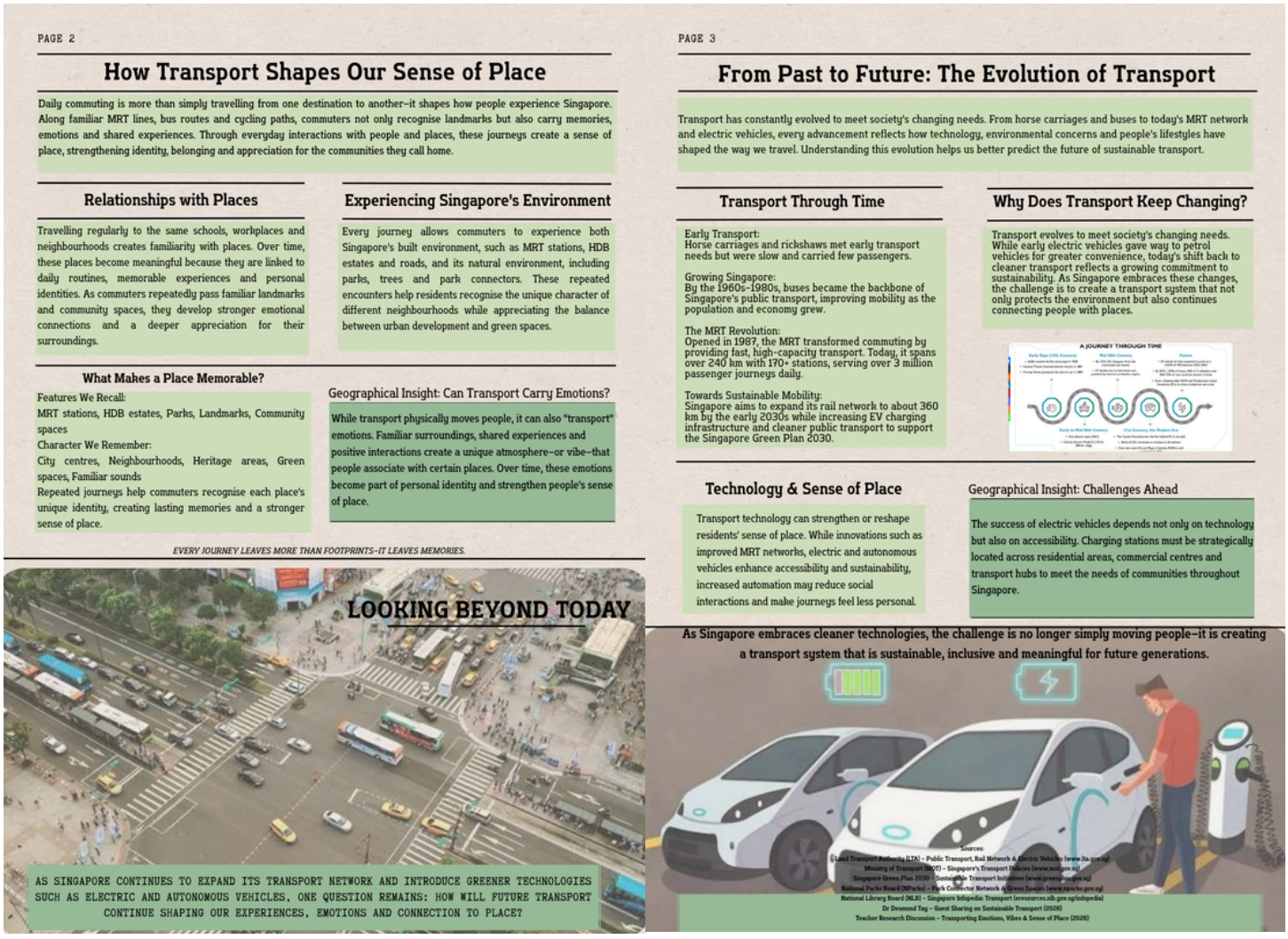
Multimodal Network - Singapore integrates MRTs, buses, walking, cycling, taxis and ferries into one efficient transport network.
Extensive Rail System - The MRT network spans over 240 km with 170+ stations, serving over 3 million passenger journeys daily and is set to expand to 360 km by the early 2030s.
Towards Sustainability - Singapore is expanding MRT lines, cycling paths and cleaner public transport to promote greener travel and reduce reliance on private cars.

What is a Sense of Place?

A sense of place is the meaning, memories and emotional attachment people develop towards places through repeated experiences. Daily journeys allow commuters to recognise familiar landmarks, interact with communities and build lasting connections with both the natural and built environments.

We examine how commuting on MRT lines, buses, and park connectors does far more than physically move people across the island—it actively builds ***a "sense of place" and emotional attachment to Singapore's neighborhoods****. We trace the evolution of travel from early horse carriages and rickshaws through the 1980s MRT revolution to today's push for cleaner electric vehicles under the Singapore Green Plan 2030. By analyzing how familiar landmarks, green spaces, and shared emotional "vibes" strengthen our collective identity,* ***our project highlights both the technological evolution and the human element of sustainable mobility, leaving readers with a profound realization that every journey leaves lasting memories.***

Through the Singapore Times Humanities project, we noticed how Humanities combines different perspectives to understand issues more deeply. Our group researched, discussed ideas, participated in professional sharings and went on the Learning Journey before creating our final product. These experiences gave us new ideas which we adapted into our project. **Listening to each others also helped us consider perspectives each of us had not thought about,** especially when we had different opinions. We enjoyed working together as we built on one another's ideas and overcame obstacles. Most importantly, we learnt to listen, respect different views and adapt our individual ideas, which we will apply in future projects.



Stay Aware, Show You Care: The Public Transport Edition

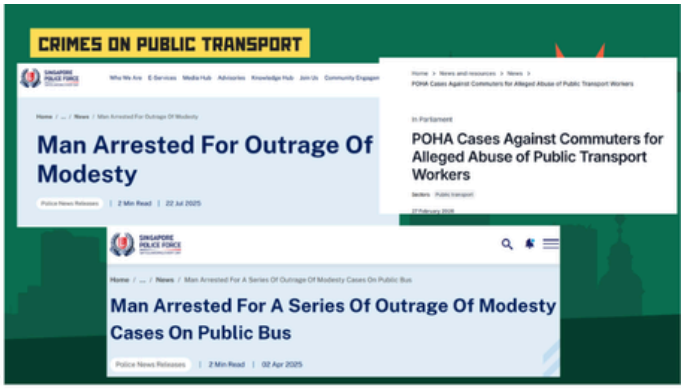
Aishah, Isabella, Marie

Through the **Young Tembusu Programme**, we attended four days of Knowledge Building workshops, where we learnt how to explore topics in greater depth, ask meaningful questions and identify the main focus of our project. **These skills helped us develop our Singapore Times project by narrowing our focus from transport in general to safety on public transport.** We began to look beyond safety rules and consider how people's behaviour, attitudes and actions can affect the safety of others. This helped us understand that public transport is not just a way for people to get from one place to another, but also a shared space where people from different backgrounds come together. Through our presentation, we learnt that safety on public transport involves more than just following rules. We realised that safety is a shared responsibility between transport operators and passengers. While transport operators should provide safe facilities and clear instructions, passengers should also play their part by behaving responsibly and helping those in need. Furthermore, keeping public transport clean and treating others with respect can make the journey more comfortable and welcoming. Through this project, we learnt that **a safe public transport system depends not only on good facilities and rules, but also on how people treat one another.** Ultimately, we learnt that even small actions can make a difference. If everyone is more aware of their surroundings and considerate of others, how can we work together to make every journey in Singapore safer and more pleasant for all?





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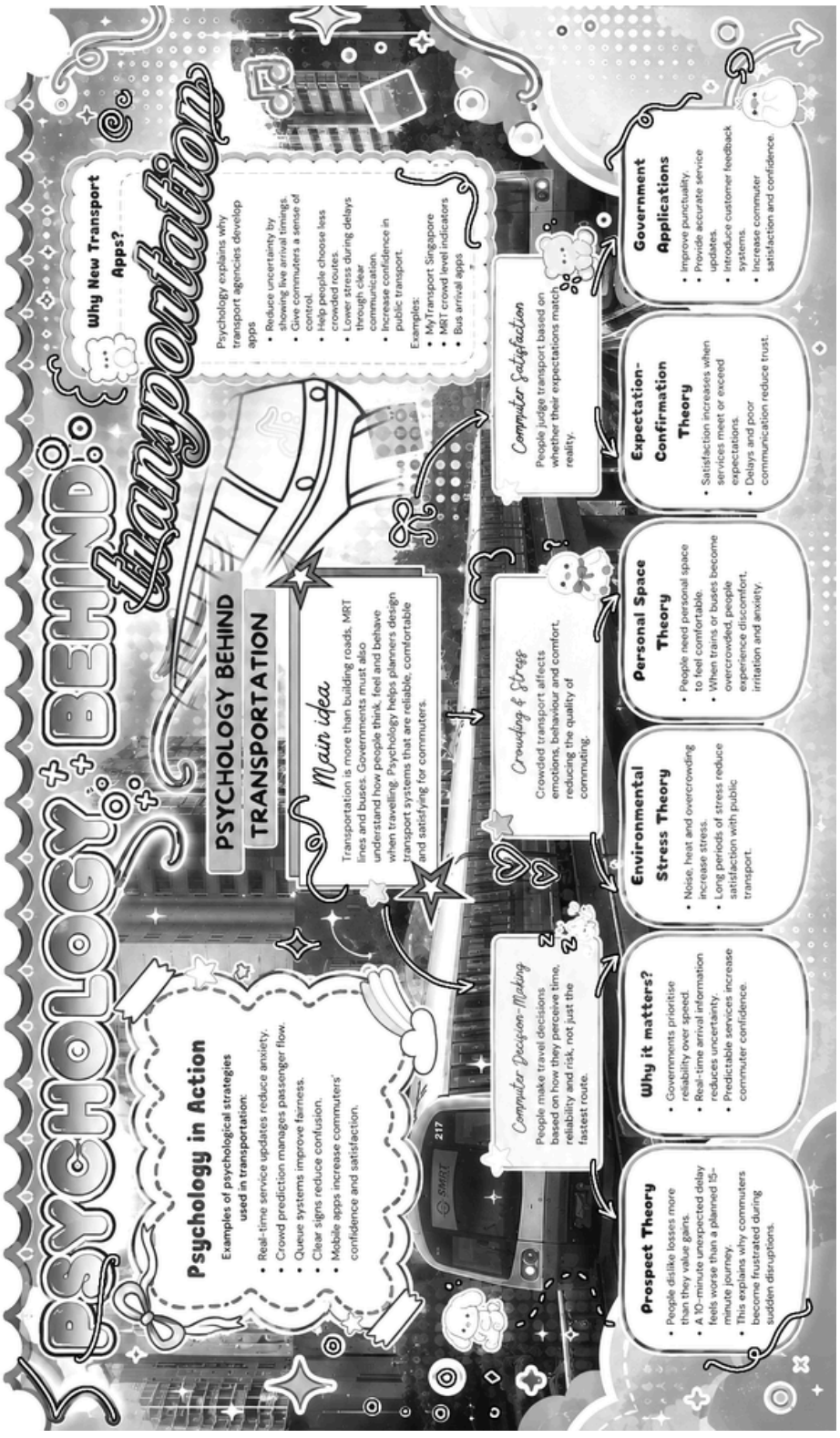


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The project dives into the real-world safety challenges commuters face—from theft, harassment, and outrage of modesty to verbal aggression and the abuse of public transport workers. By analyzing Public Transport Council survey data and existing safeguards like CCTV surveillance, emergency buttons, and police patrols, **the project highlights both systemic security measures and active commuter responsibility**. Ultimately, it empowers commuters to step up as look-outs, reporters, encouragers, and carers to foster a safer, more vigilant, and supportive transit environment for everyone.

More than just a Ride
Our Minds on the Move
The Hidden Psychology Behind Transportation

Jezebel, Li Lin, Ruo Xi



Through the Singapore Times project, our group explored the psychology behind transportation in Singapore, focusing on how MRTs, LRTs and buses affect people's feelings and behaviour. **Our interest in psychology started when we listened to the sharing on identity and emotions, which made us curious about how people's thoughts and feelings affect their daily experiences.** This led us to explore how passengers react to different situations when using public transport.

We learnt that crowded trains and delays can make passengers feel stressed and frustrated. We also learnt about psychological concepts such as **Prospect Theory and Expectation-Confirmation Theory**. Prospect Theory explains why people may feel more upset about losing time due to delays than happy about saving time when their journey is faster than expected. Expectation-Confirmation Theory explains how passengers feel satisfied when their journeys meet their expectations, but disappointed when things do not go as planned.

The group project, expert sharing, learning journey and workshops helped us develop our ideas and understand different points of view. Sometimes, we had different ideas about what to focus on. Instead of rejecting one another's suggestions, we noticed that we listened and built on each other's ideas to create a final product that represented our group.

We enjoyed researching a topic that was related to our daily lives. This project helped us understand how people's thoughts, feelings and expectations can affect their travelling experiences. It also taught us the importance of teamwork, communication and being open-minded, which we can apply to future projects.

Ultimately, we learnt that psychology is part of our everyday lives, even during a simple journey on public transport, as it helps us understand why people think, feel and behave differently in the same situation.

The Sweet Spot: Affordable Rides, Sustainable Returns

Ayanna, Katelynn, Zac

The project dives into how SBS Transit manages its vast network while navigating S$1.45 billion in annual operating expenses. By analyzing financial trends from 2023 to 2025, our research highlights staff costs, fuel and electricity, and vehicle maintenance as the primary expense drivers. It further evaluates three key cost-management initiatives driving the company's success: AI-powered predictive maintenance that prevented over 500 bus breakdowns, renewable energy efforts like rooftop solar panels and train regenerative braking, and on-site staff accommodation at the Sengkang West Bus Depot to improve workforce retention.



The Road to Profitability:
SBS Transit

Overview

SBS Transit Ltd is the company that runs public transport in Singapore and it is part of ComfortDelGro Corporation. SBS Transit Ltd does an important job in Singapore by running public buses and trains like the North East Line and the Downtown Line and the Sengkang-Punggol Light Rail Transit.

In the year 2025 SBS Transit Ltd was in charge of 207 bus routes. It managed 31 bus stops and terminals. SBS Transit Ltd also operated 81 MRT and LRT stations. It also took care of 3,384 buses and 203 trains.

SBS Transit Ltd has a part of the market with 57 percent so it is still the biggest company that runs public buses, in the country. The main goal of SBS Transit Ltd is to give people reliable and efficient and sustainable transport services. SBS Transit Ltd wants to keep making the commuting experience by using new ideas and technology. SBS Transit Ltd is working hard to make sure that people have an experience when they use SBS Transit Ltd services.

Operating Expense 2025	Amount (S$'000)	% of Total Operating Costs
Staff costs	765,596	52.8
Fuel and electricity costs	204,342	14.1
Repairs and maintenance costs	196,643	13.6
Other operating costs	146,243	10.1
Depreciation expense	82,507	5.7
Premises costs	53,899	3.7
Total Operating Costs	1499,230	100

- Table for Operating Expense

COST

Operating expenses

SBS Transit spent approximately S$1.45 billion on operating expenses in 2025. These expenses are the daily costs of running Singapore's public bus and rail services.

Managing these expenses is important because they directly affect the company's profitability while ensuring that commuters continue to receive safe, reliable and efficient transport services.

3 Biggest Operating Expenses

Staff Costs
Public transport is a labor-intensive industry as it requires many employees to maintain daily services.

Fuel and Electricity Costs
Fuel and Electricity costs fell from S$281.5 million in 2023 to S$262.1 million in 2024 before a further reduction to S$204.3 million in 2025, partly due to lower energy costs and greater use of cleaner-energy buses and solar power.

Repairs and Maintenance Costs
Repairs and maintenance costs is around S$200 million a year. This is because regular maintenance is necessary to ensure passenger safety and service reliability.

Profitability

		2023	2024	2025
		$'000	$'000	$'000
1	Total Revenue	1,527,136	1,559,728	1,517,350
2	Profit attributable to shareholders	69,076	70,301	61,196
	Net Profit to Total Revenue	4.5 %	4.5 %	4.0 %

- Table for Profits

Over the past three financial years, SBS Transit has maintained stable profitability, with net profit remaining around S$69–70 million despite changes in revenue and operating costs. Net profit is dependent on how much revenue is earned and how well SBS Transit effectively controls their operational costs.

Main Sources of Revenue

Revenue Type	FY2025 (S$ million)	FY2024 (S$ million)	FY2023 (S$ million)
Transport services revenue	1,527.1	1,545.4	1,512.2
Availability service fee revenue	8.3	8.2	8.1
Other services revenue	5.6	6.1	6.8
Total Revenue	1,517.3	1,599.7	1,527.1

- Table for Revenue

* Transport Services Revenue is the largest revenue source because the company's core business is operating Singapore's public bus and rail services.



Cost Management Strategies

Initiative 1: AI-Powered Predictive Maintenance

SBS Transit introduced an AI-powered predictive maintenance system that continously monitors more than 200 operating parameters of buses. Such as, engine performance, breaking systems and electrical components. The system will detect faults before it become a major problem, allowing repairs to be carried out early. In 2025, it helped to prevent more than 500 bus breakdowns, reducing the repair costs, minimising service disruptions and extending the lifespan of buses. Operating costs had been reduced in 2025 as breakdowns and service disruptions was prevented, extends the useful life of buses and equipment. Not only that, it also reduces expensive emergency repairs.


THE STRAITS TIMES

Bus technicians at SBS Transit now use AI-powered system to inspect tyres

Bus technicians at SBS Transit now use AI-powered system to inspect tyres

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Initiative 2: Energy Efficency and Renewable Energy Initiatives



SBS Transit invested in smart utility meters, expanded its rooftops solar photovolataic systems, and introduced technologies such as regenrative braking, which transfers energy generated by braking trains to power accelerating trains. The company also installed telmatics systems to encourage fuel-efficient drving among Bus Captains. These reduce electricity consumption through energy-efficient technologies, lower fuel usage by promoting efficient driving habits and generates renewable energy to reduce dependence on grid electricity, which controls the operating costs.

Initiative 3: Staff Accommodation at Sengkang West Bus Depot

The new Sengkang West Bus Depot introduced in 2024 includes on-site staff accommodation. Allowing Bus Captians to stay closer to their workplace. This helps improve staff availability and operational efficency while reducing travel-related operational challenges and improving workforce retention. It improves staff retention and reduces recruitment and turnover costs which also improves operational efficiency. Those benefits help to control operationing costs.



Reference:

1. Annual Reports - SBSTransit. (n.d.). [online] *www.sbstransit.com.sg*. Available at: https://www.sbstransit.com.sg/annual-reports [Accessed 5 Aug. 2026].

My group and I decided to focus on how SBS Transit makes profits while keeping public transport affordable, as some of us had a background in Principles of Accounts and were interested in exploring how a real company manages its finances. We wanted to apply what we had learnt in class to understand how SBS Transit balances affordable fares with the need to earn enough money to cover its costs. However, **we faced challenges when analysing SBS Transit's financial records and data, as it was difficult to understand the figures and identify how they affected the company's profitability.** Through the Knowledge Building process, we shared our ideas, asked questions and built on one another's understanding to develop a clearer picture of how SBS Transit manages its finances. We also connected our ideas with other groups and worked together to create a newsletter explaining how SBS Transit remains financially viable. At times, it was challenging to agree on how to approach our analysis, but we learnt to listen to different perspectives and improve our ideas through discussion. Looking back, **it was fulfilling to see how our initial ideas had developed into a finished product.** Through this experience, we learnt that teamwork requires patience, communication and a willingness to listen to others. More importantly, **we realised that keeping rides affordable while earning enough to cover costs is not easy**, as SBS Transit needs to balance the needs of commuters with its financial goals. This links back to our title, **“Affordable Rides, Sustainable Returns,”** as a successful transport system must make journeys affordable for the public while remaining financially sustainable in the long run. In future projects, I hope to communicate better, share my ideas more confidently and work more effectively with my teammates.



From Red to Green: The Profitability Glow-Up

Dylan, Ming Han, Noel

How Grab Went from Losing Money to Profitability

• Who is GRAB?

GRAB is currently one of the largest technology companies in Southeast Asia. Founded in 2012, it started as a taxi booking service in Malaysia and later moved its headquarters to Singapore for its long term committment in Singapore and South East Asia markets. Today, Grab is known as a super app because it provides many services through a single mobile application and serves millions of users across the region.
Services offered by Grab:

- Ride-hailing (GrabCar, GrabTaxi)
- Food delivery (GrabFood)
- Grocery delivery (GrabMart)
- Digital payments (GrabPay)



• Who founded GRAB

'MyTeksi' logo

MY

Grab was founded in 2012 by Anthony Tan and Tan Hooi Ling. The idea came to them while they were studying at the Harvard Business School, where they identified problems with unsafe and unreliable taxi services in Southeast Asia. To solve this issue, they created a mobile app that made booking taxis easier and safer. The company first launched in Malaysia under the name MyTeksi, and as it expanded across the region, it was later rebranded as Grab.

• How was GRAB losing $

GRAB was losing money because it focused on growing its business to attracting customers and gain customer loyal rather than making a profit. The goal was to get people used to using GRAB so that they would continue using it even after the promotions were reduced and to do that, GRAB wanted to encourage more people to use its services, so GRAB spent a large amount of money on promotions and rewards, such as:

- Ride discounts
- promo codes
- Food delivery vouchers
- Cashback rewards
- Driver and delivery rider bonuses

Grab also invested heavily in expanding across Southeast Asia and developing new services such as GrabFood, GrabPay, and financial services. In addition, the company faced strong competition from other ride hailing companies, which forced it to keep prices low and continue offering promotions.
As a result, although Grab's revenue was increasing, its expenses were even higher, causing the company to lose money for many years.



Year Revenue Net Income (Profit/Loss) over the years (in USD)

2020	-$2,750 million
2021	-$3,560 million
2022	-$1,740 million
2023	-$434 million
2024	-$105 million

1

• Challenges during growth

As Grab expanded across Southeast Asia, it faced several challenges. The company had to balance rapid growth with profitability while spending heavily on technology and marketing. Grab also faced strong competition, which forced it to continue offering promotions and incentives. In addition, expanding into different countries meant dealing with different regulations and customer needs. The COVID-19 pandemic also reduced demand for ride-hailing services, creating further challenges for the company.

The challenges

- Impact of COVID-19 on ride-hailing demand
- Different regulations across countries
- Need to balance growth with profitability
- High operating and expansion costs
- Strong competition from rivals

Actions Taken

- Reduced excessive discounts and promotions
- Improved efficiency through technology
- Controlled operating costs and spending
- Expanded services such as GrabFood and GrabPay
- Increased revenue from multiple business segments
- Focused on sustainable growth instead of growth at any cost

• GRAB's strategy

To overcome these challenges and reduce losses, Grab focused on improving efficiency and controlling costs. The company reduced excessive promotions, invested in technology, and expanded services such as GrabFood and GrabPay. This helped Grab earn revenue from multiple sources instead of relying only on ride-hailing.

Growth of new business

The growth of new businesses played an important role in Grab's journey to profitability. By expanding into services such as food delivery and digital payment, Grab created new sources of revenue and reduced its reliance on ride-hailing. These new business segments attracted more customers, increased user engagement, and strengthened the company's overall financial performance. As a result, the growth of these businesses helped support Grab's long-term growth and profitability.

Key Points:

- GrabFood became a major revenue source
- GrabPay expanded digital payment services
- Reduced reliance on ride-hailing
- Generated income from multiple businesses

2

• Control cost measurements

To improve its financial performance, Grab focused on reducing costs and using its resources more efficiently. The company restructured parts of its workforce, managed operating expenses more carefully, and shifted its focus from rapid expansion to sustainable growth.

Key Measures:



- Workforce restructuring
- Better management of operating expenses
- More efficient use of resources
- Focus on sustainable growth instead of growth at any cost

• Results



Revenue continued to grow, driven by stronger demand across core services.



Losses narrowed significantly due to improved cost efficiency and scale benefits.



Investor confidence improved as the business demonstrated a clearer path toward sustainable profitability.



Stronger position for long-term growth

Conclusion

Grab successfully transformed from a loss-making company into a more profitable business by focusing on efficiency and sustainable growth. Instead of relying heavily on promotions and rapid expansion, the company improved its operations and created new sources of revenue.

Grab became more profitable by:

- Reducing costs
- Improving efficiency
- Expanding profitable services
- Managing growth more carefully

In fact, Grab is turning profitable in 2025 with Net Profit of $268 million!

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Singapore Times gave us a chance to learn beyond our usual lessons by **exploring real-world issues using different subjects,** such as Social Studies and Principles of Accounts. After brainstorming, my group chose the topic “Why Was Grab Losing Money, and How Is It Making a Profit Now?” We wanted to understand how Grab improved its financial performance and what changes helped it become more profitable.

One **useful part of the project was the AI training by Mr Melvin and Mr Andy**. We learnt that we should first research the topic and **develop our own ideas before using AI.** This helps us think independently instead of relying on AI for answers. We also learnt to use **AI as a feedback companion** to identify gaps in our first draft and suggest questions to improve our analysis. For example, AI could prompt us to explore how Grab reduced its costs and whether its business strategies could remain successful. These questions encouraged us to research further and think more deeply. However, we also learnt to **check AI's suggestions** instead of accepting everything it says.

Overall, this project taught us how to use AI responsibly to improve our research rather than replace our own thinking. It also helped us develop our analytical skills and become more confident in sharing ideas. From a business perspective, we learnt that transport companies like Grab need to balance affordable rides with earning enough profit to cover their costs. This helped us understand that a successful transport business must meet customers' needs while remaining financially sustainable in the long run.



UNBOXING EXPERIENCES

At A Glance: Grounding Inquiry in Real Encounters



Humanities education **comes alive when learning extends beyond the four walls** of a classroom. In Singapore Unboxed, the section Unboxing Experiences captures the pivotal shift from passive consumption of textbook facts to active, real-world exploration. Through immersive learning journeys to key sites such as SMRT's Gali Batu Depot and the MOE Heritage Centre, students step directly into the physical spaces where history, geography, and public policy intersect.

Learning is not merely a cognitive exercise. It is a sensory, emotional, and reflective process. Through hands-on experiential learning, students transition from reading about Singapore's development to feeling its scale and complexity. Standing inside SMRT's Gali Batu Depot surrounded by massive rail maintenance systems or exploring vintage classroom exhibits at the MOE Heritage Centre **allows abstract concepts to take on concrete form**.

These encounters provide the emotional "spark" that fuels deeper curiosity. When students see the intricate engineering required to keep a city moving or touch replicas of past campaign artifacts, they begin to ask deeper, more meaningful questions: **How do these systems function under pressure? Whose choices shaped these policies? What does it feel like to live through these transformations?**

Authenticity lies at the heart of meaningful inquiry. By engaging with authentic environments, real-world data, and live operational frameworks, students recognize that the Humanities are not confined to historical archives or exam syllabi. They are living forces shaping daily life. This authentic alignment instills a sense of ownership and agency. Students realize their investigations carry real-world relevance, transforming them from passive students into active curators, geographers, and historians.





A central pillar of Knowledge Building in Singapore Unboxed is redefining how students interact with "authoritative sources". In traditional learning, authoritative sources such as government documents, official statistics, historical posters, and expert talks are often treated as final, unchallengeable truths to be memorized

In Unboxing Experiences, students learn to use authoritative sources constructively:

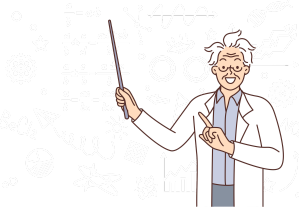
- **Sources as Inquiry Launchpads**: Official campaign materials, archival photographs, and depot technical specifications are treated not as the end of a story, but as the beginning of a question.

- **Testing and Building Perspectives**: Students cross-examine official narratives against primary oral histories, personal reflections, and peer discussions on Knowledge Forum.

- **Dialoguing with Expertise**: When engaging with industry experts or heritage curators, students do not just absorb information. They use expert insights to test their own hypotheses, refine their prototypes, and reconstruct nuanced understandings of Singapore’s journey.

Rather than accepting History, Geography and Social Studies as static sets of pre-packaged facts, students learn that authoritative sources are constructed by people making deliberate choices about framing, evidence, and perspective.

“Learning becomes truly meaningful when students step out into the real world, engage with authentic sources not as rigid answers, but as living partners in dialogue, and construct knowledge that belongs to them.”



The SG Times: Visiting SMRT's Gali Batu Depot!

As part of their research journey for Singapore Times, teachers and students visited the SMRT Gali Batu Train Depot for a behind-the-scenes look at the systems that keep Singapore's rail network moving safely and reliably each day. The visit gave the everyone team a valuable real-world perspective on transport beyond the commuter experience. Here's what **Ms Alvina Lim,** one of the teachers who accompanied our students to the depot, had to say:



*The learning journey to Gali Batu Depot has **reshaped my perspective as a teacher,** particularly in how I can guide students to uncover the geography behind everyday spaces and systems. Through the strategy of noticing, I have come to appreciate **how something as familiar as taking the MRT involves complex geographical considerations**, such as human-environment interactions, land use, and sustainability. Moving forward, I hope to guide students to view their everyday environments through a more curious pair of 'geographical glasses'. Similar to how prescription glasses sharpen our vision, these geographical lenses can enable students to look beyond the surface and uncover the intricate relationships between people, places, and the environment, thus developing a deeper geographical understanding and a more informed perspective of the world around them.*

Let's hear more from CCKSians on their experiences to SMRT Depot 🙂

Visiting the SMRT depot was a really interesting experience for us! We **learnt how much testing and checking goes on behind the scenes to keep trains safe and running smoothly.** It reminded us that **ideas need to be tested and supported by evidence.** This also helped us when creating our newsletter, as we learnt to question our ideas, check our research and make sure our findings were accurate before sharing them with others.

SS Students' Team

Our visit to the SMRT depot helped us rethink transport and realise that keeping Singapore moving takes more than just trains and tracks. Many people, from transport operators to engineers, play important roles in making our journeys safe and smooth. This **inspired us to explore different players in Singapore's transport story, including our national leaders, transport operators and police force, and how they work together to keep Singapore moving**.

History Students' Team

Our visit to the SMRT depot helped us see transport from both geographical and technological perspectives. We learnt how transport networks connect different places in Singapore and how technology helps trains run safely and efficiently. This made us **think about how better transport planning and new technologies can improve connectivity and make daily journeys more convenient for everyone.**

Geography Students' Team

Visiting the SMRT depot got us thinking about the business side of transport! We realised that keeping trains running isn't just about having trains and tracks, but also **investing in technology, maintenance and people.** It made us appreciate how much effort and money goes on behind the scenes to keep Singapore moving every day! We also learnt some cost saving strategies by SMRT in making public transport more affordable for commuters.

Business Students' Team

Heritage Curatorship: Learning Journey to the MOE Heritage Centre



Our learning journey to MOEHC with Ms Wong was actually pretty interesting! We got to explore how education in Singapore has changed over the years, and the "Seeds of Change" exhibition showed us how national campaigns influenced youths back then. The biggest takeaway for us was that **curatorship doesn't have to be boring! We can make history more relatable by presenting it creatively, like turning our exhibition into a school canteen** to showcase campaigns on healthy eating, food and school life.

Our learning journey to MOEHC helped us understand the **heart and art of curatorship.** We realised that good curation starts with strong content, and the more perspectives we gather, the richer our story becomes. **Creativity is not something we are simply born with; we can develop it by borrowing ideas and skills from different subjects.** It is not just about making our displays look attractive, but also about finding fresh and meaningful ways to **present the same content so that others can see it differently.**

You can read more about some of our experiences under the Unboxing Mobilisation Reflection :)

UNBOXING TOMORROW

Shaped by History

Shapers of History

CCKSS History Team

SG Unboxed
Our Joint Presentation @ KBNLC (Singapore)



On 14 August 2026, selected Secondary 2 and 3 CCKSians from SG Unboxed had the valuable opportunity to **present their SG Unboxed products and share their learning experiences with the KBNLC (SG) community**. They presented to an audience of about **50 educators**, including teachers, principals, specialists and professors.

Our **CCKSians received numerous affirmations** for their ability to make meaningful connections between transport and other disciplines, including psychology, identity, emotions and business management. They also demonstrated adaptability by responding thoughtfully to questions, engaging with different perspectives and building on participants' ideas. Most importantly, they showed strong epistemic confidence in explaining their thinking, supporting their ideas and sharing what they had learnt.

This experience reflects CCKSians' growth as confident, creative and critical thinkers who are willing to explore new ideas and learn from others. **Well done, CCKSians, for proudly representing our school and showing how learning can go beyond the classroom!**

SG Unboxed
Our Joint Presentation @ Redesigning Pedagogy International Conference 2026



On 1 June 2026, three of our CCKSians from SG Unboxed had the incredible opportunity to share their learning experiences at the Redesigning Pedagogy International Conference 2026, alongside more than 1,000 educators from around the world!

Our students shared their SG Unboxed journey, highlighting how they developed their ideas, overcame challenges and grew as independent and confident learners. They also presented their experiences with AI-CRAFT, sharing how they learnt to use AI thoughtfully to strengthen their research, identify gaps in their ideas and deepen their analysis, rather than simply relying on AI for answers.

A particularly memorable highlight was the opportunity to share their learning experiences and AI-CRAFT with Mr Desmond Lee, our Minister for Education. What an honour! This was a meaningful milestone for our CCKSians, as they shared their voices and learning with a wider community of educators and learners.

Beyond presenting their work, our students demonstrated the importance of curiosity, critical thinking, creativity and confidence in learning. Their participation showed how students can take ownership of their learning, connect ideas across different subjects and contribute meaningfully to conversations about the future of education.

We are incredibly proud of our three CCKSians for stepping up to this international platform and representing our school with enthusiasm and confidence. This experience is a reminder that learning goes beyond the classroom, and that our students have valuable ideas and experiences to share with the world. Well done! 🎉

SINGAPORE, UNBOXED

CONTENT CREATORS. CREATIVE CONTRIBUTORS. COMMUNITY CURATORS.

CHUA CHU KANG SECONDARY SCHOOL

CCKSS 2026 COLLABORATION WITH MOE HERITAGE CENTRE [SINGAPORE], KNOWLEDGE BUILDING COMMUNITY [SINGAPORE] AND NATIONAL HERITAGE BOARD [SINGAPORE]

MADE IN SINGAPORE

CELEBRATING Birthday

This SG61, we invite you to discover the stories, memories and experiences that have shaped our nation.

What happens when young minds like us are empowered to ask questions, explore perspectives and build ideas together? We uncover new ways of seeing Singapore—from the people and moments that shaped our past, to the experiences that define our present.

This sneak preview offers a glimpse into our school [Chua Chu Kang Sec] Signature Humanities Programs-- [i] ***Historical Investigation Challenge entitled Galvanizing the People: Our National Campaigns from the 1950s–1980s:*** Our Sec 2 CCKSians explored a national campaign of their choice through rigorous research and oral history interviews, transforming their discoveries into creative products that bring Singapore's nation-building stories to life, and [ii] ***Humanities Quest entitled The Singapore Times:*** Our Secondary 3 students explored transport in Singapore through diverse lenses, connecting movement with history, identity and everyday life.

Guided by **Knowledge Building Pedagogy**-- Let's Hear Out! Let's Build On! Let's Rise Above!-- we CCKSians became curious explorers, competent collaborators and creative storytellers of Singapore.

Stay Tuned

In one month's time, the full commemorative booklet will unveil our discoveries, reflections and inspirations. Until then, celebrate SG61 with us by diving into this newsletter for snippets of our experiences and also some interesting discoveries of Singapore that you might not have known 🙂

COMING SOON









OUR CURATORSHIP LEARNING JOURNEY TO MOHIC

KNOWING OUR NATIONAL CAMPAIGN VIA OUR SELF-DESIGNED DUSTBIN













SPECIAL THANKS TO AWESOME CCKSS TEACHERS WHO GUIDED US
HISTORICAL INVESTIGATION CHALLENGE: MR MELVIN CHAN, MR HUBERT YEO, MS ANNABEL LOW & MR LOH
HUMANITIES QUEST: MR MELVIN CHAN, MR HUBERT YEO, MR CHAI, MRS VEN A FOO, MS SUHARTI, MS ALVINA, MR NEIL
SUPPORTED BY HOD HUMANITIES [MR TIMOTHY BOEY] & SH HUMANITIES [MS ELODIE SNG]

Let's Hear from our Partners :)

Stay Tuned for 2027 SG Unboxed



Unboxing Tomorrow: The Stories We Carry

When we think about tomorrow's Singapore, we think that we will often imagine flying cars, smart cities and new technology [like what we learnt about Shenzhen]. But maybe tomorrow isn't that different after all. The same hawker uncle and auntie serving us our favourite chicken rice, the same familiar MRT and also our LRT journeys [since we are located near Teck Whye LRT], and the stories our grandparents tell us may still be what makes Singapore feel like home. **Through Singapore Unboxed, we learnt that even ordinary things hold stories worth discovering. What if we started listening more closely to the people around us? Every voice holds a memory, every memory connects us to someone else, and every story becomes part of who we are. As Mr Melvin always reminds us, we are Citizen Historians: Capturing the Voices, Connecting the Stories, Creating our Identity.** *Perhaps unboxing tomorrow begins with understanding yesterday—and noticing the stories unfolding around us today*.

Unboxing Tomorrow: Our Choices, Our Future

AI can help us imagine Singapore's future, but it cannot decide **what kind of Singapore we want to live in. That choice belongs to us. Through AI-CRAFT, we learn** to question AI's suggestions, challenge assumptions, share perspectives and improve our ideas. We **don't let AI think for us; we use it to think better.** AI may offer possibilities, but we decide what matters. Tomorrow's Singapore is not shaped by technology alone, but by the people we choose to become.



Unboxing Tomorrow: What If...?

Sometimes, we wonder what Singapore will look like when we grow up. Will we travel in flying cars? Will our neighbourhoods be greener? Will everyone still feel that Singapore is home? **We hope that even as Singapore changes, we never lose the kampung spirit that brings us together**. Looking at old campaign posters and imagining the future of transport made us realise that small ideas can lead to big changes. We may not have all the answers now, but that's okay! When we share ideas, challenge each other and build on what others say, we start seeing things differently. **Maybe we don't need to know exactly what tomorrow looks like. We just need to start building the Singapore we want to live in.**

OUR THOUGHTS & IDEAS

Beyond the Vines

BY DR TEO CHEW LEE
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KNOWLEDGE BUILDING COMMUNITY

I struggled with learning when I was younger. Now, as an education researcher, I can better understand some of the difficulties I faced. When I encountered an unfamiliar physics problem and began to reason through it, more questions often crowded into my mind. I would even wonder whether the question itself was flawed. I knew enough to begin, but not enough to make sense of it all. I have come to see that **learning is more than writing model answers in an examination.**

Learning begins with **curiosity**: asking questions about our environment, looking at an issue from **different angles** and seeking opportunities to contribute and to understanding the issues more deeply, even when the answer does not come easily, or the answers are not the most convenient to me.

I**dea improvement** does not come naturally, as it takes hard work to develop a good idea, to put forth an idea that can bring good to people. I need to read more, think harder. I need to share it, listen carefully to others, probe more deeply and spend more time looking for and testing the connections. I may fail many times before it gets a break. Tough, but we are not alone in this; **we improve ideas with friends, family and experts who challenge and strengthen our thinking.**

To me, this is the spirit of Unboxing Tomorrow: Beyond the Vines. Whether the students are exploring Singapore's national campaigns or uncovering the stories behind our transport networks, they are doing more than learning about the past and present. They are **asking questions, making connections and putting in effort to discover things they might not have considered before.**

Through Knowledge Building, CCKSians learn that **an idea does not need to be perfect from the start**. I am impressed to see CCKSians speak confidently with local and international teachers and principals, and with the Minister for Education. It is wonderful to see them engaging with people beyond their classrooms. They show that **young people have meaningful contributions to make today.** They do not have to wait until they are older to ask important questions or take part in conversations about the Singapore they want to see.

On the front of AI, teachers have done well to design meaningful use of AI. As one CCKSSian put it simply: **"We don't let AI think for us; we use it to think better."** That captures an important part of Knowledge Building. As technology changes quickly, students need to remain responsible for their own thinking and learning. AI may help them explore an idea or consider new possibilities, but **students must remain the active learner and thinker**.

I am also heartened to see CCKSians becoming Citizen Historians and active community curators through their partnership with the MOE Heritage Centre. By listening to people's stories, considering the past from different perspectives and sharing what they discover, they learn that history is not only about what happened long ago. It is also about the people around us, the stories we choose to remember and what those stories mean today. Through their work, they help **keep Singapore's heritage alive** and give others new ways to connect with it.

All of this gives me hope for the future. We often talk about smart cities, new technologies and what AI will make possible. These things matter. But Singapore's future will also depend on young people who **think deeply and creatively, take responsibility for their choices and contribute to society with kindness.** It will depend on people who are thoughtful, caring and willing to work together.

I am encouraged by what I have seen CCKSians do, and excited by what they may create. We may not know exactly what tomorrow will look like, but we can give young people the space to ask questions, explore ideas and learn from attempts that do not work as planned. Perhaps that is **what it means to unbox tomorrow: we can appreciate what came before us and meet the future with courage.**

SINGAPORE UNBOXED

Bringing Singapore's History to Life

What can Singapore's past tell us about the future we hope to build?

In Singapore Unboxed, Chua Chu Kang Secondary School students become researchers, storytellers and curators. Through the Secondary 2 Heritage Curatorship Programme, they explore national campaigns from the 1950s to the 1980s, bringing the aspirations, challenges and values of nation-building to life through historical research, oral history interviews, creative displays and original song lyrics.

The journey continues with The Singapore Times, a Secondary 3 Humanities experience that connects Principles of Accounts, Geography, Elements of Business Studies, History and Social Studies. Exploring transport through different disciplinary lenses, students connect, comprehend, conceptualize and curate—building knowledge together and shaping their discoveries into meaningful experiences for an audience.

Enriched by collaboration with the MOE Heritage Centre and the Knowledge Building Singapore Community, these programmes nurture curiosity, creativity and a sense of belonging. This publication celebrates students as Content Creators, Creative Contributors and Community Curators, uncovering our shared stories while imagining the Singapore of tomorrow.

Our past, unboxed. Our future, ours to shape.



CHUA CHU KANG SECONDARY SCHOOL
In collaboration with MOE Heritage Centre and Knowledge Building Singapore Community