

FUN FACTS ABOUT ARTEFACTS

A guide to facilitating an inter-generational programme
using the “Fun Facts about Artefacts” videos



Recommended for
educators (pre and
primary school),
volunteers and staff of
active ageing centres

About this guide

Are you a pre/primary school educator, volunteer or a staff from an active ageing centre?

This guide will support you to plan and deliver an inter-generational programme for children and seniors using the “Fun Facts About Artefacts” videos, produced by the National Museum of Singapore.

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About the Videos

Video 1: Fun Facts About Artefacts (Our Identity)

Duration: Approx. 11 minutes



This virtual tour explores how Singapore created an identity for itself as a new nation in its post-independence years. Seniors and children can discover some of the symbols of identity that were created, such as the State Crest, Identity Card and currency notes.

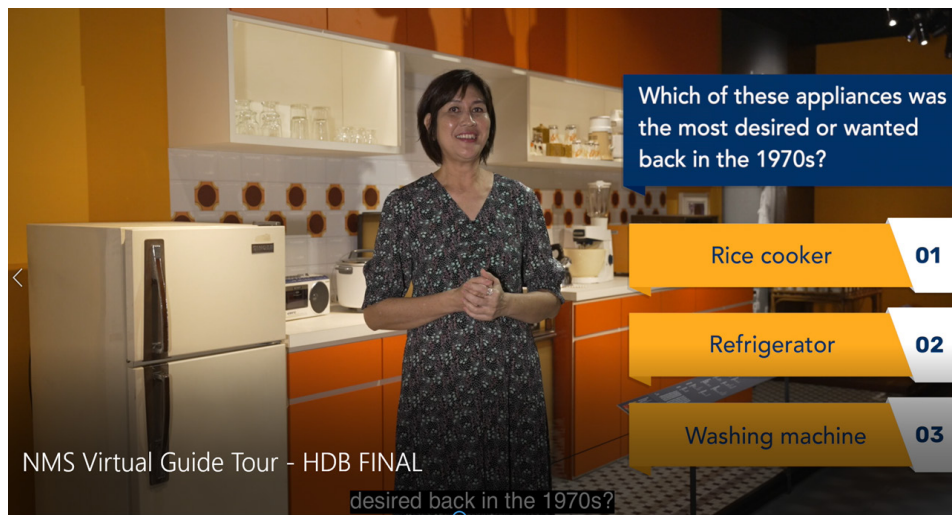
You may access this video on YouTube via go.gov.sg/ig-identity or scan the QR code below.



<https://go.gov.sg/ig-identity>

Video 2: Fun Facts About Artefacts (Our Home)

Duration: Approx. 14 minutes



This virtual tour explores how Singapore changed its housing landscape from kampongs to HDB flats in the 1970s and 1980s. Seniors and children can discover some of the unique features of these olden-day flats, furniture and electrical appliances.

You may access this video on YouTube via go.gov.sg/ig-home or scan the QR code below.



<https://go.gov.sg/ig-home>

Both virtual tours are presented through the sharing of fun facts and personal anecdotes by our volunteers. They are available in English or Mandarin (dubbed) with accompanying subtitles.

Opportunities are provided for seniors to share their memories and experiences, and for children to make comparisons between the past and the present. Supporting craft templates are also available upon request.



Children from My First Skool and seniors from NTUC Health Day Centre for Seniors participating in the programme from their respective centres.

These videos are part of the inter-generational programme, which comprises the following components:

- a) Viewing of the selected video
- b) Engaging in discussions or sharing by children and seniors at various junctures when the video is being played/paused.

The programme can be conducted physically or virtually.

- a) For a physical on-site programme, participants can gather at one location to view the video and engage in face-to-face discussions.
 - It is recommended for 2 children to be paired with 1 senior (subjected to prevailing Safe Management Measures).
- b) For a virtual programme, we recommend sharing the video via an online platform such as Zoom and participants can interact virtually from their respective locations.



Senior participants from NTUC Health Day Centre for Seniors engaging in virtual conversations with children from My First Skool via Zoom.

Recommended Planning Process

- 1
- Arrange for a meeting between educators and centre staff involved at least 3 weeks in advance to discuss and decide on the following:

a) Theme and language of selected video

- i. Video 1: Our Identity
- ii. Video 2: Our Home

There are 3 versions available for each video:

Version	Spoken Language	Subtitles
A	English	English
B	English	Mandarin
C	Dubbed in Mandarin	English

b) Profile and needs of children and senior participants

- i. Language needs of the seniors
 - This will help to determine the version of the video to be played as well as who will assist with the translation, etc.
- ii. Other needs of participants
 - The participating centres may wish to take into consideration the cognitive and verbal abilities, among other needs, of the participants when selecting participants for the session.

- Centres may wish to select participants who are able to engage in conversations with the other participants for a more meaningful interaction.

iii. Number of participants

- Confirm the number of children and senior participants for the session.
- This will determine the number of devices to be used (applies to a virtual programme) and engagement levels of the participants, etc.

iv. Number of supporting staff on the ground to support both the children and seniors.

- This will determine how the session will be conducted, grouping, etc.

For optimal engagement, it is recommended to keep the group size to a maximum of 20 children and 10 seniors.

c) Total programme duration

Recommended duration: 1 – 1.5 hours.

The number of selected questions for discussion will depend on the preferred programme duration.

We recommend selecting a minimum of 6 questions, and a maximum of 12 questions to prevent fatigue.

d) List of questions to be covered

You may refer to Annexes A and B for the full list of questions including the video timestamps to select questions for the children and seniors to share and discuss.



Tip: You may wish to select a range of questions that allow both children and seniors to answer individually and as a group.

e) Co-facilitation process

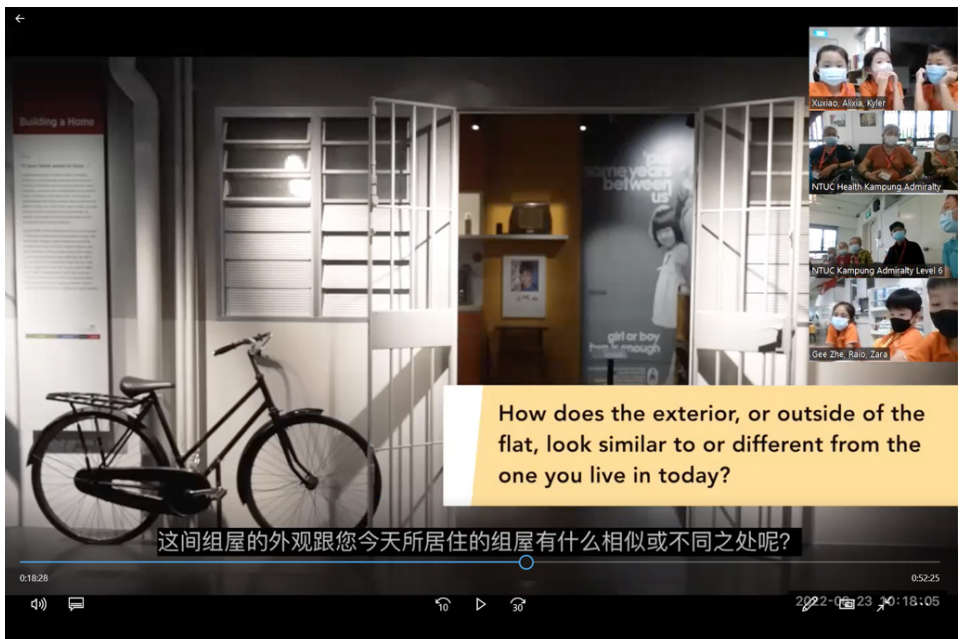
Discuss the roles of facilitators. There should be 1 main host from either the pre/primary school or active ageing centre, and at least one co-facilitator from the other centre(s). The facilitators could be a care staff, educator, and/or volunteer. The facilitators should arrange for a discussion to discuss how the co-facilitation process will take place:

- i. Who will be facilitating the questions?
- ii. Will each facilitator be taking turns to facilitate, or will there be one main host?
 - We encourage the same facilitator(s) to be present at the pre-session meetings, discussions and actual day session, to enable alignment and seamless programme co-ordination.
- iii. Who will oversee playing/pausing the video, etc?
 - You may wish to take note of the timestamp for each selected question to play/pause the video at the relevant junctures for participants' responses (refer to Annex A or B).

2 Brief the participants prior to the actual programme day.

From our pilot programme experiences, the sessions were most effective when the educator and centre staff explained the programme to the children and seniors prior to the session and allocated questions to specific children/seniors from the recommended list (See Annex A or B) to ask one another.

Being better prepared, the children and seniors were more confident in asking questions and sharing with one another.



Participants using the Mandarin subtitles version of the Fun Facts About Artefacts (Our Home) video.

Recommended Technical Set-up (for virtual sessions)

This segment applies if:

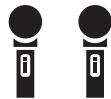
- a) The programme is held virtually (e.g. Zoom).
- b) Participants are seated in the same location and are sharing devices to join the virtual programme.

It is crucial to organise a dry run to test the technical set-up. Each centre will need to log in to the virtual session, using at least one laptop or equivalent ("Main device").

To ensure that participants can view the session comfortably, you may wish to consider the following:

Main device (PC)

- i. Connect and project onto a projector screen or TV screen.
- ii. Connect to external speakers for better projection of sound.
- iii. Connect to a portable/handheld microphone(s) that is connected to the main device, that can be passed around to the participants for better audibility.



Second device (Tablet)

- i. A second device can be used to offer an extended camera view to ensure all participants are captured on screen.
- ii. Do not connect this second device to audio, so as to minimise audio feedback during the session.




If you are using Zoom, here's a tip for the Zoom host:

Pinning another user's video will only affect your local view in the Zoom Room (and not the view of other participants).

Spotlighting video(s) puts the user(s) as active speaker(s) for all participants in the call.

Only Zoom Host(s) and Co-host(s) have the ability to spotlight user(s).



Upon spotlighting a user's video, a  symbol will appear next to the user's name(s). Spotlighted users will also appear as larger frames.

Alternative Set-up

- If there are insufficient portable microphones, centres can disconnect the audio from the main device and connect the second device to a portable speaker with a mic attachment. Ideally, the second device should be portable to be moved around the room to anyone who wishes to speak. This second device will then need to be connected to audio.
- If there is no external projector or monitor, and if the group size is small, centres can use 1 laptop as the main screen. Setting up a second laptop (without audio connection) and allocating not more than 5 participants per device can help with comfortable viewing.



Tips for a Successful Programme

1 Physical ambience

- Ensure seating and viewing arrangements are comfortable for the participants.

2 Translation for seniors

- Ensure care staff/educators are on hand to assist with translations where needed, particularly if seniors/children have diverse language needs.



3 Ways to increase interaction between children and seniors

- Invite seniors and children to unmute themselves to wave and say hello to each other at the start and end of session.
- Invite children to ask questions for the seniors to answer and vice versa.
- Invite children and seniors to answer or speak and respond to each other's questions or comments.

4 Etiquette

- Facilitators should allow seniors and children time to respond and refrain from interrupting. Participants are to mute themselves if they are not speaking.
- Facilitators to address participants by name and thank participants for sharing.
- To have a well-rounded discussion, facilitators can invite different participants to share and ask questions. A suggestion could be for most questions to be pre-allocated to a senior/child, while leaving 1 – 2 questions for spontaneous sharing.



5 Introduce sensory elements

- Where possible, prepare related handling objects that participants can touch during the session (e.g. \$2 and \$5 currency notes for the “Our Identity” video) or invite participants to bring related objects from home for sharing.

6 Wi-Fi connection

- Ensure a stable Wi-Fi network to minimise disruptions during the virtual programme.
- For optimal playback, screen the video directly from YouTube. To compensate for playback delay(s), you may wish to select a faster Playback Speed at “1.25 – 2” under the Settings icon in the video (depicted below) and test if the pace works well for your participants.

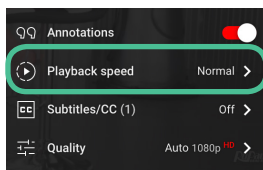


YouTube controls:

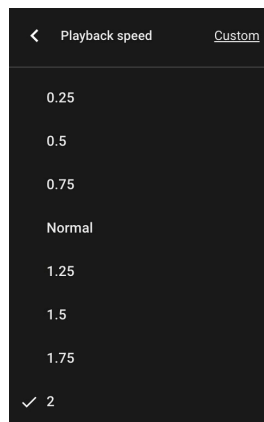
Controls are located at the bottom right corner. Selecting the ⚙ Settings icon will allow you to select and change the Playback speed to compensate for delays in streaming the YouTube video over the virtual platform (if any).



Locate the Settings icon.



Click Playback speed to change to desired speed.



Supporting Resources

Accompanying these videos are two craft templates that schools and senior groups can use as a follow-up activity after the programme.

You may email us at nhb_nm_programmes@nhb.gov.sg to obtain a copy of the templates.

a) Design Your Own Currency Note



When Singapore became independent in 1965, we created new symbols to tell people in other countries who we are. An example is our own currency that was created in 1967.

Ask your family members about the different series of currency notes that have been issued since Singapore's independence and find out more about the different features of each series.

Get inspired and creative to design your own currency note with the templates provided!

b) DIY HDB Diorama Kit



In the 1960s, many people lived in shophouses and kampongs with poor living conditions. In 1960, the Housing and Development Board (HDB) was set up by the new government to quickly build blocks of flats to provide affordable rental housing for people.

Ask your family members about the type of housing that they lived in back in the 1970s and 1980s. With the stories you have gathered, create a diorama mock-up of your family's own HDB flat of the 1970s and 1980s!

Additional Considerations

Participating centres are strongly encouraged to conduct at least one test-run session to iron out various aspects of the programme, such as the co-facilitation process, set-up time and technical requirements, as well as consider contingency plans to troubleshoot potential issues.

Centres can then consider if they need more meetings/test-runs (without participants), after the initial meeting.

As with all online programmes, technical issues may happen and participants may get restless while waiting the issues to be resolved. In addition, participants may need time to consider their replies, and this may incur some waiting time.

Educators/centre staff could consider ideas to engage participants during pockets of waiting time (while setting up, waiting for translation etc), so as to maintain interest and energy levels.

Feedback

Let us know your experience in using this guide, the videos and/or resources, as well as how we can improve!

Scan the QR code to start a short survey.



<https://go.gov.sg/ig-feedback>

Fun Facts About Artefacts: Our Identity

Annex A

Recommended questions with timestamps are highlighted in the following colours:

	For seniors and children
	For seniors
	For children

Duration: Estimated 30 – 40 mins including discussion

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
1	1:03	Do you know when Singapore gained independence?		Close-ended question. Answer revealed in the video
2	2:03	What symbols of Singapore can you see on the passport cover and identity card?	2m	Open-ended question. Answer revealed in the video.
3	2:47	When did you first receive your identity card and passport?	1m	Open-ended question for seniors.
4	2:55	How did you feel when you first received your identity card or passport?	2m	Open-ended question for seniors.
5	3:04	Does anyone have your own passport yet?	20s	Open-ended question for children to mass respond with an action (i.e. show thumbs up)

Fun Facts About Artefacts: Our Identity

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
6	3:21	If you or your family members have your own passports or identity cards, bring them out! Compare them to see how they are similar or different to the ones we used in the past.		Compare and contrast question. (not suitable for pre-schools or senior care as it may not be safe to bring passport/identity card to the centre).
7	3:42	Do you see the orchid flowers on the notes?		Close-ended question. Answer revealed in the video.
8	5:13	Do you recall using this series of currency notes? Do you still have it?		Open-ended question for seniors.
9	5:22	Bring out a \$2 and \$5 currency note that you use today. How are they different?	2m	Compare and contrast question.
10	5:46	What is your favourite place of interest in Singapore today?	5m	Open-ended question.
11	6:28	Which year did the Singapore government make it compulsory for 18-year-old male Singaporeans to serve in the army?		Close-ended question. Answer revealed in the video.
12	8:12	Why is the colour green often chosen for army uniforms?	1m	Close-ended question. Answer revealed in the video.
13	8:54	What do you see on this object on display? Look at its shape, numbers and patterns.	2m	Open-ended question.
14	9:50	Have you used or received a similar postcard before?		Close-ended question.

Fun Facts About Artefacts: Our Identity

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
15	9:58	Has any one of you written a postcard to someone before?	20s	Close-ended question for seniors to mass respond with an action (i.e. show thumbs up).
16	10:06	Who did you write it to and why did you need to write a postcard?	2m	Open-ended question.
17	10:22	Do you think grandpa or grandma would be happy to receive a postcard? Would you like to try writing one to them?		Call to action for children.

Fun Facts About Artefacts: Our Home

Duration: Estimated 45 mins including discussion

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
1	0:51	Can anyone guess what it is?		Close-ended question. Answer revealed in the video.
2	2:15	How many of you are living in a HDB flat or have lived in one? Raise your hands!	20s	Open-ended question for children to mass respond with an action (i.e. Raise hands)
3	3:00	How did you feel when you first bought your HDB home and why?		Open-ended question for seniors.
4	3:10	Does anyone have any experience to share about how you moved from a shophouse or a kampong into a HDB flat?	5m	Open-ended question for seniors.
5	3:20	How different was it to live in a HDB flat as compared to a kampong or shophouse?	5m	Open-ended question for seniors.
6	3:29	Can anyone tell me what you see here?		Open-ended question. Answer revealed in the video.
7	4:10	Why do you think the bottom panels of the louvred windows are covered up?	1m	Open-ended question. Answer revealed in the video.
8	4:40	Why do you think louvred windows were used and not other types of windows?		Open-ended question. Answer revealed in the video.
9	4:58	How does the exterior, or outside of the flat, look similar to or different from the one you live in today?	5m	Open-ended question.

Fun Facts About Artefacts: Our Home

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
10	5:27	Do you like this type of wall and floor tiles? What colour(s) would you choose if it was for your own home?	1m	Open-ended question.
11	5:34	How is the kitchen design here different from your kitchen at home?		Open-ended question to compare and contrast.
12	6:12	What are some electrical appliances you can see here?	1m	Open-ended question.
13	6:16	Are there any appliances in your home kitchen that are not found here? What are they?		Open-ended question for compare and contrast.
14	6:25	Which of these appliances was the most desired or wanted back in the 1970s?	1m	Close-ended question. Pick option on screen. Answer revealed in the video.
15	8:27	Does this living room look like the one you have at home? How is it different or similar?		Open-ended question for compare and contrast.
16	8:33	Look at the design of the tiles. What kind of patterns can you see?		Open-ended question.
17	8:39	What is the family doing in the mural on the wall?		Open-ended question. Answer revealed in the video.
18	9:06	Can you share your experience of watching black-and-white television when TV broadcasts first started?	2m	Open-ended question for seniors.
19	10:46	What was your memory watching coloured TV for the first time?		Open-ended question for seniors.

Fun Facts About Artefacts: Our Home

S/N	Timestamp	Questions	Recommended Discussion Time	Remarks
20	10:52	What sort of television programmes did you watch back then?	5m	Open-ended question for seniors.
21	11:52	How many people can fit on these sofas on display here?		Close-ended question.
22	12:06	What would you do if there are not enough seats?	1m	Open-ended question for children.

Fun Facts About Artefacts: Our Identity (Mandarin)

Annex B

暂停视频并询问下面的建议问题：

	针对乐龄人士和孩子们提出的问题
	针对乐龄人士提出的问题
	针对孩子们提出的问题

历史文物的有趣知识（我们的身份）

12 分钟(视频时长)+ 18 分钟(讨论时间)=30 分钟（不包括教学时间）

S/N	时间点	问题	推荐讨论时间	备注
1	1:03	你知道新加坡是什么时候独立的吗？		封闭式问题（答案在视频中揭晓）
2	2:03	你在护照封面和身份证上可以看到哪些新加坡的标志？	2m	开放式问题（答案在视频中揭晓）
3	2:47	你第一次收到身份证和护照是什么时候？	1m	乐龄人士的开放式问题
4	2:55	当你第一次收到身份证或护照时，是怎样的感受？	2m	乐龄人士的开放式问题
5	3:04	谁有自己的护照吗？	20s	开放式问题，让孩子们用行动进行集体回应（即竖起大拇指）

Fun Facts About Artefacts: Our Identity (Mandarin)

S/N	时间点	问题	推荐讨论时间	备注
6	3:21	如果你或你的家人有自己的护照或身份证，请带上它们！比一比瞧一瞧，看看和我们过去使用的护照有什么相同和不同的地方。		对比问题。 (不适合学前中心或高级护理中心，因为将护照或身份证带到中心可能会出现 隐私问题?)。
7	3:42	看到纸币上的胡姬花了吗？		封闭式问题（答案在视频中揭晓）
8	5:13	你还记得使用这一系列纸币吗？你现在还有这些纸币吗？		乐龄人士的开放式问题
9	5:22	拿出你现在使用的两新币和五新币，看看它们和以前的纸币有哪些不同？	2m	对比问题。
10	5:50	你最喜欢的新加坡名胜地是什么？	5m	开放式问题
11	6:37	有谁能猜出新加坡政府是从哪一年开始强制年满18岁的男性公民参与服役的吗？		封闭式问题（答案在视频中揭晓）
12	8:26	为什么军队的制服总是选择绿色？	1m	封闭式问题（答案在视频中揭晓）
13	9:08	你在展出的这件物品上看到了什么？注意看它的形状、数字和图案。	2m	开放式问题

Fun Facts About Artefacts: Our Identity (Mandarin)

S/N	时间点	问题	推荐讨论时间	备注
14	9:50	你是否寄出或收到过类似的明信片？		封闭式问题
15	10:21	有谁给别人写过明信片吗？	20s	乐龄人士的封闭式问题以动作回应（即竖起大拇指）。
16	10:28	你是写给谁的，你为什么要写明信片呢？	2m	开放式问题
17	10:46	你觉得爷爷奶奶们收到明信片会高兴吗？你愿不愿意写一封明信片寄给他们呢？		引导孩子们积极参与活动。

Fun Facts About Artefacts: Our Home (Mandarin)

历史文物的有趣知识（我们的家）

12 分 43 秒（视频时长） + 27 分钟（讨论时间） = 40 分钟（不包括教学时间）

S/N	时间点	问题	推荐讨论时间	备注
1	0:51	谁能猜出来这是什么？		封闭式问题（答案在视频中揭晓）
2	2:51	请问有谁现在住在组屋里或曾经住在组屋里？请你们举手示意。	20s	开放式问题，让孩子们用行动来集体回应（即举起手来）
3	3:00	当你第一次购买组屋的时候，有什么感觉吗？为什么有这样的感觉呢？		乐龄人士的开放式问题
4	3:10	请问有哪位愿意分享一下，你是如何从店屋或者乡村搬到组屋的？	5m	乐龄人士的开放式问题
5	3:20	相比于店屋和乡村，组屋有什么不同？	5m	乐龄人士的开放式问题
6	3:29	谁能告诉我你在这里看到了什么？		开放式问题（答案在视频中揭晓）
7	4:15	为什么你认为顶部面板被百叶窗遮住了？	1m	开放式问题（答案在视频中揭晓）
8	4:40	你觉得当时的人们为什么会使用百叶窗而不是其他的窗户？		开放式问题（答案在视频中揭晓）

Fun Facts About Artefacts: Our Home (Mandarin)

S/N	时间点	问题	推荐讨论时间	备注
9	5:02	那时候房子的外观和你现在住的房子的外观有什么相同和不同的地方？	5m	开放式问题
10	5:34	你喜欢这种类型的地砖吗？如果这是你的家，你会选择什么颜色的地砖？	1m	开放式问题
11	5:42	这里的厨房设计和你家的厨房有什么不同？		开放式问题（对比）
12	6:13	你还能看到哪些电器？	1m	开放式问题。
13	6:20	你家厨房有没有这里没有的电器呢？是什么呢？		开放式问题（对比）
14	6:33	这些电器中，哪些是在 1970 年代最受欢迎和最想要的？	1m	封闭式问题：屏幕选项（答案在视频中揭晓）
15	8:27	这个客厅看起来像你家的客厅吗？哪些地方像哪些地方不像呢？		开放式问题（对比）
16	8:33	看看地上的瓷砖，你能看到哪些图案？		开放式问题
17	8:39	墙上壁画里的一家人在做什么呢？		开放式问题（答案在视频中揭晓）
18	9:14	哪一位可以来分享一下，当电视广播第一次出现时你看黑白电视的经历。	2m	乐龄人士的开放式问题

Fun Facts About Artefacts: Our Home (Mandarin)

S/N	时间点	问题	推荐讨论时间	备注
19	10:46	你第一次看彩色电视是什么时候?		乐龄人士的开放式问题
20	10:52	有哪些电视节目是你反复看过的?	5m	乐龄人士的开放式问题
21	11:52	这里展示的沙发可以坐下多少人呢?		封闭式问题
22	12:06	如果位子不够, 你会怎么办?	1m	孩子们的开放式问题。

Acknowledgment

This guide is produced by the National Museum of Singapore, with support from My First Skool and NTUC Health Co-operative Ltd.

Schools/centres keen on using the videos to facilitate your own inter-generational programme may email us at nhb_nm_programmes@nhb.gov.sg if any assistance is required.

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