

N S M  
National Museum  
of Singapore

INVESTIGATING HISTORY:  
SINGAPORE UNDER THE  
JAPANESE OCCUPATION  
1942—1945

A RESOURCE FOR SECONDARY SCHOOL TEACHERS

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# INTRODUCTION

This resource has been put together in collaboration with the Academy of Singapore Teachers (AST) for the Historical Investigation (HI) question “**How were people’s lives in Singapore affected by the Japanese Occupation?**”. It is designed to help you to better plan for HI visits to the National Museum of Singapore (NMS).

We have identified sources from the Surviving Syonan gallery (on level 2) and the Syonan-To zone in the Singapore History Gallery (SHG on level 1) that you can consider when designing a HI question in relation to the Japanese Occupation or planning for a visit for this HI unit. These sources are grouped according to different categories to give a sense of how people’s lives were affected by the Japanese Occupation in Singapore.

We have also suggested a few thinking questions to help students engage with the sources in a more critical manner. A sample of the gallery text and artefact captions for the Syonan-To zone in the SHG and the Surviving Syonan gallery are provided in **Annex A** and **B** of this resource.

We hope you find this resource packet useful when planning your HI visits to the museum and that your students will enjoy seeing the actual sources and being immersed in our galleries.

Please contact us at **[nhb\\_nm\\_schools@nhb.gov.sg](mailto:nhb_nm_schools@nhb.gov.sg)** if you have any questions or require further assistance in planning.

You may also email us if you require the full gallery text and artefact captions for **Annex A** and **B**.

# ABOUT THE WWII EXHIBITS IN NMS

The Fall of Singapore on 15 February 1942 was a very significant moment in Singapore's history, the impact of which still reverberates up till today. The invasion and occupation of the island by the Japanese is inscribed on Singapore's heritage landscape with numerous memorials, trails and events commemorating the event.

The curatorial approach undertaken by the National Museum of Singapore was two-pronged. The Syonan-To zone in the SHG was envisioned to chart the military and political aspects of the Battle for Singapore and the Japanese Occupation, while the Surviving Syonan gallery was meant to show a more nuanced and personal side of the war and occupation through "people's stories".



*A life-sized replica of a Japanese light tank in the Syonan-To zone in the SHG*

## I. Syonan-To zone in SHG (Level 1)

This zone begins with the Japanese Occupation of Singapore and the British defeat and surrender, followed by some key episodes during the occupation. This section features:

- Artefacts that show the fighting between the combatants.
- Oral history accounts of civilian survivors that can be heard via vintage rotary dial telephones.
- Personal artefacts of Sook Ching victims uncovered from sites.
- Stories from post-surrender, including the imprisonment of British and Allied soldiers and personnel in deplorable conditions and that of Elizabeth Choy and Shinozaki Mamoru.



*Syonan-To zone in the SHG*

## II. Surviving Syonan gallery (Level 2)

This gallery presents how ordinary people in Singapore coped with wartime living and what life was like under the Japanese in an immersive setting. This section features:

- Artefacts that show how life was like during the Japanese Occupation.
- Personal objects that show how people adapted and survived during wartime.
- Oral history accounts from war survivors about how they tried to lead normal lives in the face of adversity and suffering with resilience.



*Surviving Syonan gallery*

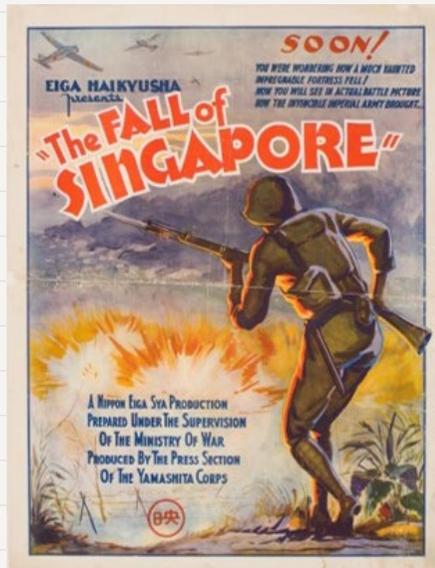
## SUGGESTED THEMES AND SOURCES

In this section, we have highlighted several sources that have been grouped around different themes related to the Japanese Occupation. We have also provided several thinking questions that you may use to help your students to engage with the sources in a more critical manner. You may also view the sources online by going to <https://roots.sg> and keying in the Accession Number.

### I. Culture

After Singapore fell to the Japanese, the new masters of Singapore worked tirelessly to win the support of the local populace. Films, radio programmes, songs and newspapers were all mobilised by the newly established Department of Propaganda as part of a systematic process of "Nipponisation". This was an attempt to mould the people of Singapore into what the Japanese envisioned as good citizens of their much-vaunted Greater East Asia Co-Prosperity Sphere.

### POSSIBLE SOURCES THAT CAN BE EXPLORED IN RELATION TO THE THEME:



#### Source 1

Movie Poster of *The Fall of Singapore*

1942

Paper

National Museum of Singapore

Accession Number: 2000-07424

This poster boldly taunts cinemagoers to see "how the invincible imperial army" brought about the fall of Singapore, "a much-vaunted impregnable fortress". The film was presented by Eiga Haikyusha (the film arm of the Japanese Imperial Army), which took full control of film distribution and all theatres in Syonan. Visiting the cinema during the Occupation period could be hazardous, however, as the Japanese were known to round up people in the *gekijo* (theatres) for forced labour.

## Source 2

Set of propaganda postcards  
1942–45

Paper

National Museum of Singapore

Accession Number: 1999-02042-003

This postcard is part of a set of five propaganda postcards. It depicts Japanese soldiers engaging in activities of a light-hearted nature, such as fishing, riding a turtle in the sea and carrying local children. The faces of the soldiers are deliberately left blank for the card recipient to fill in. Such material was aimed at softening the image of Japanese soldiers, with the ultimate goal of urging civilians to accept Japanese rule.

*Note: You may view the other postcards either at NMS or at roots.sg*



## Source 3

Propaganda poster of women in occupied Malaya  
1942–45

Paper

National Museum of Singapore.

Accession Number: 2005-00943

A group of seven women in Japanese, Chinese, Malay and Indian attire is depicted playing *hanetsuki* (a traditional Japanese game played with a shuttlecock) and walking hand in hand. This is a visual representation of the “vim, vigour, vitality and perfect harmony” of the Greater East Asia Co-Prosperity Sphere that Japan sought to establish in Malaya and beyond. In reality, however, liberating the Asian people was simply an excuse for military expansionism.

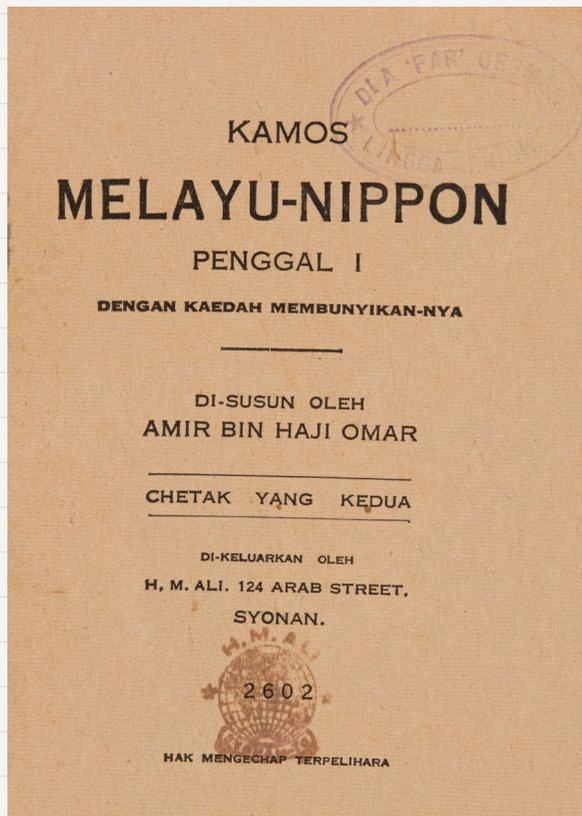
## THINK

1. Why were such films, postcards and posters produced by the Japanese?
2. Who was the target audience for these three sources?
3. What is your impression of the relationship between the Japanese and people of Singapore?
4. Who might be persuaded by these sources, and would any group feel alienated by it?
5. How reliable are these items in understanding the Japanese attitude towards culture in Singapore?

## II. Education

The Japanese saw the learning of the Japanese language as central in inculcating the Nippon Spirit and culture among the people of Singapore. Students had to learn the Japanese language in schools and even adults who were working in the government agencies or Japanese corporations had to pick up the language if they wanted to be employable or get a promotion.

### POSSIBLE SOURCES THAT CAN BE EXPLORED IN RELATION TO THE THEME:



#### Source 1

Malay-Japanese dictionary

1942

Paper

National Museum of Singapore

Accession Number: 1996-01877

This first edition of the Malay-Japanese Dictionary, compiled by Amir Bin Haji Omar, was published in 1942. It is evident that Amir had acquired sufficient proficiency in Japanese even at this early stage of the Occupation to be able to pass on his knowledge to fellow Malay speakers.

## Source 2

Japanese song book

1942–45

Paper

National Museum of Singapore

Accession Number: 2000-00618

This book is targeted at the children of Dai Toa or Greater Asia, including Singapore. Published by the Asahi Shimbunsha, it includes colourful illustrations to accompany songs taught to schoolchildren to instill a sense of loyalty to Japan, one of which is titled “Hinomaru”. The *Hinomaru* also refers to the Japanese flag, which they were taught to accept as “everyone’s flag”.

Among those who remember these songs long after the war is S. Sockalingam, who attended school during the Japanese Occupation when he was a child. The audio kiosk in the gallery includes a clip of him singing “Kimigayo” (the Japanese national anthem) and other patriotic songs.



## Source 3

*Standard Nippon-go (Japanese) Conversation*

edited by Y. Y. Lan

1942

Paper

National Museum of Singapore

Accession Number: 2014-01195

This textbook, compiled by Y. Y. Lan and published by the Great Eastern Book Company just three months into the Occupation period, is targeted at Chinese speakers. It uses Chinese characters and Romanisation to present Japanese characters phonetically. Also included are practical instructions on how to articulate and pronounce basic Japanese sentences. The goal of this book was to allow locals to pick up basic Japanese conversational skills in the shortest possible time.



## THINK

1. Why were the residents of Singapore made to study Japanese?
2. Why do you think there were people in Singapore who wanted to learn Japanese?
3. How do you think the people of Singapore felt about having to learn Japanese?
4. What can we infer from these sources about people's level of understanding of the Japanese language?

### III. Society

In general, living conditions in Singapore during the Japanese Occupation was grim due to the scarcity of many basic necessities. Rice, salt, cooking oil and cloth were some of the essential items that had to be rationed. To overcome the scarcity, learning to creatively recycle and reuse old items became the norm.

#### POSSIBLE SOURCES THAT CAN BE EXPLORED IN RELATION TO THE THEME:



##### Source 1

Painting of food rationing scene

20th century

Paper

National Museum of Singapore

Accession Number: 2000-01479

This painting, rendered in delicate watercolours, depicts people collecting rice rations at a food distribution centre during the Japanese Occupation. As the war progressed, rations dwindled substantially: monthly rice rations fell from 20 *katis* (12 kg) per person in 1942 to just 8 *katis* per adult male at the end of the war.

## Source 2

Family portrait of Wu Sijing

Late 1940s

Photograph

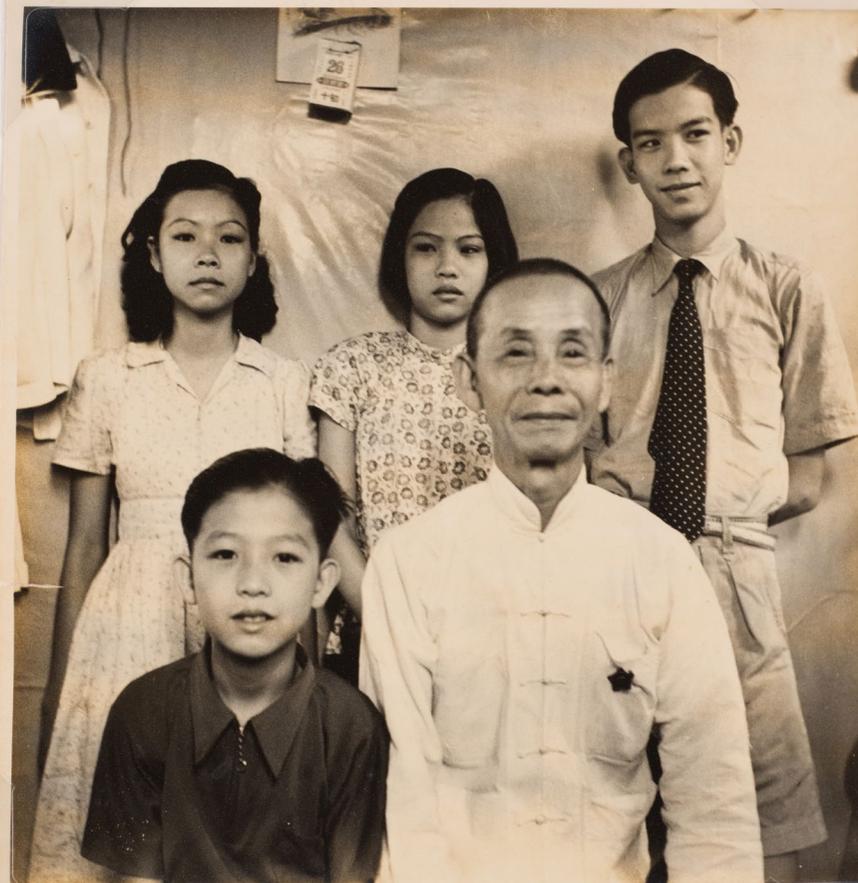
National Museum of Singapore

Accession Number: 2002-00865

Wu Sijing, the pen name of Ng Soo Lui (left, back row), was a prolific female writer from the Chinese community. Born in Singapore in 1934, she wrote extensively on her childhood experiences growing up in Chinatown. Her father (right, seated) was a Chinese physician who did not earn a stable income. The mortar and pestle, as well as the handwritten rhyme, belonged to him.

Chinese physicians like Ng found eking out a living difficult due to the lack of many key ingredients for traditional remedies as these imports ceased during the war.

To supplement their family income during the war, 11-year-old Sijing and her younger sister worked at a tobacco shop at China Street shredding tobacco leaves, while her elder brother served as an apprentice at a machinery factory. Sijing also earned money peddling red bean soup and coconut cakes on the streets.





### Source 3

Sewing Machine

1940s

Wood, metal

National Museum of Singapore

Accession Number: 2014-00777

Severe shortages of basic necessities during the Occupation compelled people to re-use materials from old clothes, curtains and bed sheets to make new garments, and mend worn ones. Sewing machines were an indispensable tool in many households for this purpose.

This sewing machine was a gift from Joseph Linus to his wife Grace, both from Kerala, Southwest India. During the war they nearly lost it to a looter, but Linus managed to retrieve the machine by producing its serial number (EC749402) as proof of ownership.

## THINK

1. What do you think Singapore society was like under the Japanese?
2. What did people have to do to overcome scarcity?
3. What was family life like under the Japanese?

## IV. Economy

Businesses in Singapore were tightly regulated under the Japanese. Permits and licenses were necessary for the sale of any goods or services. A new currency, commonly known as “banana money”, was also introduced to Singapore. However, as the war progressed, problems like scarcity, shortages and inflation became more prevalent, and cash became useless. People preferred to barter trade than to carry bags of “banana money” to buy daily necessities.

### POSSIBLE SOURCES THAT CAN BE EXPLORED IN RELATION TO THE THEME:

昭南特別市 農林科

Application we hereby certify that tenure is uncertain and that no notice or compensation will be considered on respect to this Fishing Stake.

N. 235 A

Review  
DISTRICT OF SYONAN-TO

FISHING LICENCE FOR 2602

Name of Licensee *Madam Joo Kim Giew*

No. of Board *147*

Place of Residence *17 Bluborough Street*

Method of Fishing *Fishing stake at 766 fathoms and 300' from Tg. Berhala Kuda*

No. of Assistants *Four (4)*

Date of Registration *24/3/2605*

Date of Expiry *31/12/2605*

*Or on instant notice, without compensation*

Number of Boat Licence *2*

Amount of Fee *\$64* SIX DOLLARS ONLY.

免許料貳百四拾弗

Amount of Fee \$ *240* DOLLARS

TWO HUNDRED AND FORTY ONLY

MAYOR SYONAN TOKUBETSU-SI

#### Source 1

Small business licence

1942–45

Paper

National Museum of Singapore

Accession Number: 1999-02907

Small businesses had to register with the Food Control Department, which fell under the jurisdiction of the Tokubetsu-shi (municipal administration). Some of the licences on display here once belonged to fishermen, a groundnut seller and a sweet potato hawker.

*Note: Licenses are certificates, tags, plates, etc. to prove that the person is formally recognised and allowed by the government to conduct their business.*



### Source 2

Ten-dollar notes

1942–45

Paper

National Museum of Singapore

Accession Number: 1996-02373

This Japanese military scrip was issued for use in Malaya and Singapore. Such notes were commonly known as “banana money”, a reference to the banana tree motif printed on the note’s obverse side.

By June 1945, packages wrapped in brown paper, each containing a thousand ten-dollar notes, had to be used to purchase anything. A *kati* (600g) of rice cost \$5,000 in Japanese currency, up from just \$5 (Straits dollar) in December 1941. An electric bulb that cost 41 cents in December 1941 was priced at \$210 by August 1945. As cash became practically worthless, doctors, teachers and other professionals took rice and eggs instead as payment for their services, or charged their fees based on the prevailing price of rice.

### Source 3

Business contract for building of commercial vessel

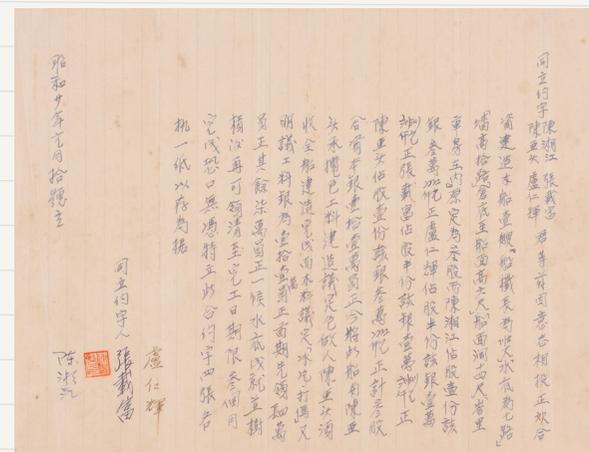
1945

Paper

National Museum of Singapore

Accession Number: 2014-00998

This contract, handwritten in Chinese, was signed by Loh Jin Hwee and three other partners on 10 January 1945. They had agreed to build a commercial vessel within three months for their joint venture. Four copies of the contract were made, spelling out in detail the specifications of the vessel, the shares held by each partner, as well as the payment schedule to the contractor.



*Note: A contract is a written formal agreement between two or more parties indicating a specified arrangement.*

## THINK

1. What do these sources tell you about the state of Singapore's economy under the Japanese?
2. Why did the Japanese introduce business licences and a new currency to Singapore's economy?
3. Is it necessarily true that businesses cannot operate under war conditions?

## V. Political

When the Japanese took over Singapore, control of the populace was paramount. The Allied soldiers who surrendered after the battle of Singapore were interred in Changi Prison under deplorable conditions. Life for the majority of the people of Singapore was strictly controlled, with identity certifications being issued by the Japanese. However, political control was not absolute as there was resistance being mounted by groups like Force 136.

### POSSIBLE SOURCES THAT CAN BE EXPLORED IN RELATION TO THE THEME:



#### Source 1

Changi Prison cell door

1930s

Metal

National Museum of Singapore

Accession Number: 2004-00639

Changi Prison was built in the 1930s as a civilian prison for a few hundred prisoners. It became overcrowded during the Japanese Occupation, when the Japanese used the prison to intern a few thousand POWs and civilian internees at the same time. Governor Shenton Thomas and his wife, Lady Daisy Thomas, were among the internees held there.



### Source 2

Wallet

1942

Leather, plastic

National Museum of Singapore

Accession Number: 2008-05907-001

This wallet is a wartime relic. It belonged to Dr J. C. Chen, a victim of the Japanese Occupation in Singapore. In February 1963, the Singapore Chinese Chamber of Commerce (SCCC) formed a Remains Disposal Committee to organise the excavation, recovery and burial of victims of "Operation Sook Ching" (1942) and the Japanese Occupation (1942–1945) in Singapore. The excavations started in Chengdu Garden in Jurong on 23 February 1966, and ended in Jalan Puay Poon (presently the Bedok area) on 8 October 1966. In addition to personal effects, the excavations also led to the discovery of human remains, which were subsequently interred at the Civilian War Memorial along Beach Road.

### Source 3

Mrs Alice van Cuylenburg with her oil painting of the Bahau hut

1940s

Paper

National Museum of Singapore

Accession Number: 2014-00267

Alice van Cuylenburg produced this painting during the time when she and her husband Dr J. B. van Cuylenburg, then the Vice-President of the Eurasian Welfare Association, were residents at the Bahau settlement. Like many other settlers, they paid local contractors to build their home as they lacked the skills to do so. The house had two rooms, a bathroom and a living room, and was raised five feet high on timber posts for better ventilation. The verandah faced a vegetable plot where they cultivated sweet potatoes, papaya, banana and other crops.



## THINK

1. What can be inferred from these sources about the way in which the Japanese governed Singapore?
2. Do you think all residents of Singapore were treated similarly by the Japanese?
3. Were the Japanese horrible colonial masters?

# RESOURCES

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2. Wong, Hong Suen. *Wartime Kitchen: Food and Eating in Singapore 1942–1950*. Singapore: Editions Didier Millet and National Museum of Singapore, 2009.
3. Yeo, Stephanie, editor. *(Re)presenting Histories: Experiences and Perspectives from the National Museum of Singapore*. National Museum of Singapore, 2017.

## Other Publications

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8. Mosbergen, Rudy. *In the Grip of a Crisis: The Experiences of a Teenager During the Japanese Occupation of Singapore, 1942–45*. Singapore: Seng City Trading, 2007.
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12. CNA Insider. "How We Coped With Food Shortages | In My Own Way". Video, 02:18. <https://www.youtube.com/watch?v=rccacrXimKA>.

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<https://roots.sg/learn/stories/a-time-to-remember-wwii-75th/story>
14. My Grandfather's Banana Money  
<https://www.singaporememory.sg/contents/SMA-23b256ad-0ce5-4611-8e47-39b97ac19c76>
15. National Archives of Singapore  
[http://www.nas.gov.sg/archivesonline/oral\\_history\\_interviews/browse-project-interviewee/4](http://www.nas.gov.sg/archivesonline/oral_history_interviews/browse-project-interviewee/4)
16. World War Two Trail  
<https://roots.sg/visit/trails/world-war-2-trail>



**TOP SECRET**

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## YOUR TASK:

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How would you respond to these issues during the Japanese Occupation?

This activity is meant to help you to empathise with people who were living in Singapore under the Japanese Occupation. You may record your responses in the "I used to think..." column before you view the sources in the Syonan-To zone of the Singapore History Gallery and the Surviving Syonan gallery.

After visiting the museum and learning about life under the Japanese Occupation, please fill in the "Now I think..." column to see if your response has changed.

Issue	What do you think?	I used to think...	Now I think...
Culture	Was there culture in Singapore during the Japanese Occupation?		

Issue	What do you think?	I used to think...	Now I think...
Society	How did people survive during the Japanese Occupation?		

Issue	What do you think?	I used to think...	Now I think...
Education	Why did the Japanese want all the people in Singapore to learn the Japanese language?		

Issue	What do you think?	I used to think...	Now I think...
Economy	What were some of the jobs that people did to survive?		

Issue	What do you think?	I used to think...	Now I think...
Political	Do you think you would have joined an anti-Japanese resistance group?		

## YOUR TASK:

Visiting a museum is not only about admiring the beauty of artefacts or listening to fascinating stories about the past. It is also about experiencing and being immersed in these recreated historic environments.

In this activity, observe how the museum has tried to make the section on the Japanese Occupation an immersive experience for visitors. Write your observations on the next page.



## SYONAN-TO ZONE IN SHG

### SIGHT

*Describe what you see.  
E.g. colours, patterns, size*

### SOUND

*Describe the sounds  
you can hear.*

## SURVIVING SYONAN GALLERY

### SIGHT

*Describe what you see.  
E.g. colours, patterns, size*

### SOUND

*Describe the sounds  
you can hear.*

## SYONAN-TO ZONE IN SHG

What comes to mind when you hear the sounds and see the design of the space?

---

*Draw or write your thoughts in the space below.*

---

## SURVIVING SYONAN GALLERY

What comes to mind when you hear the sounds and see the design of the space?

---

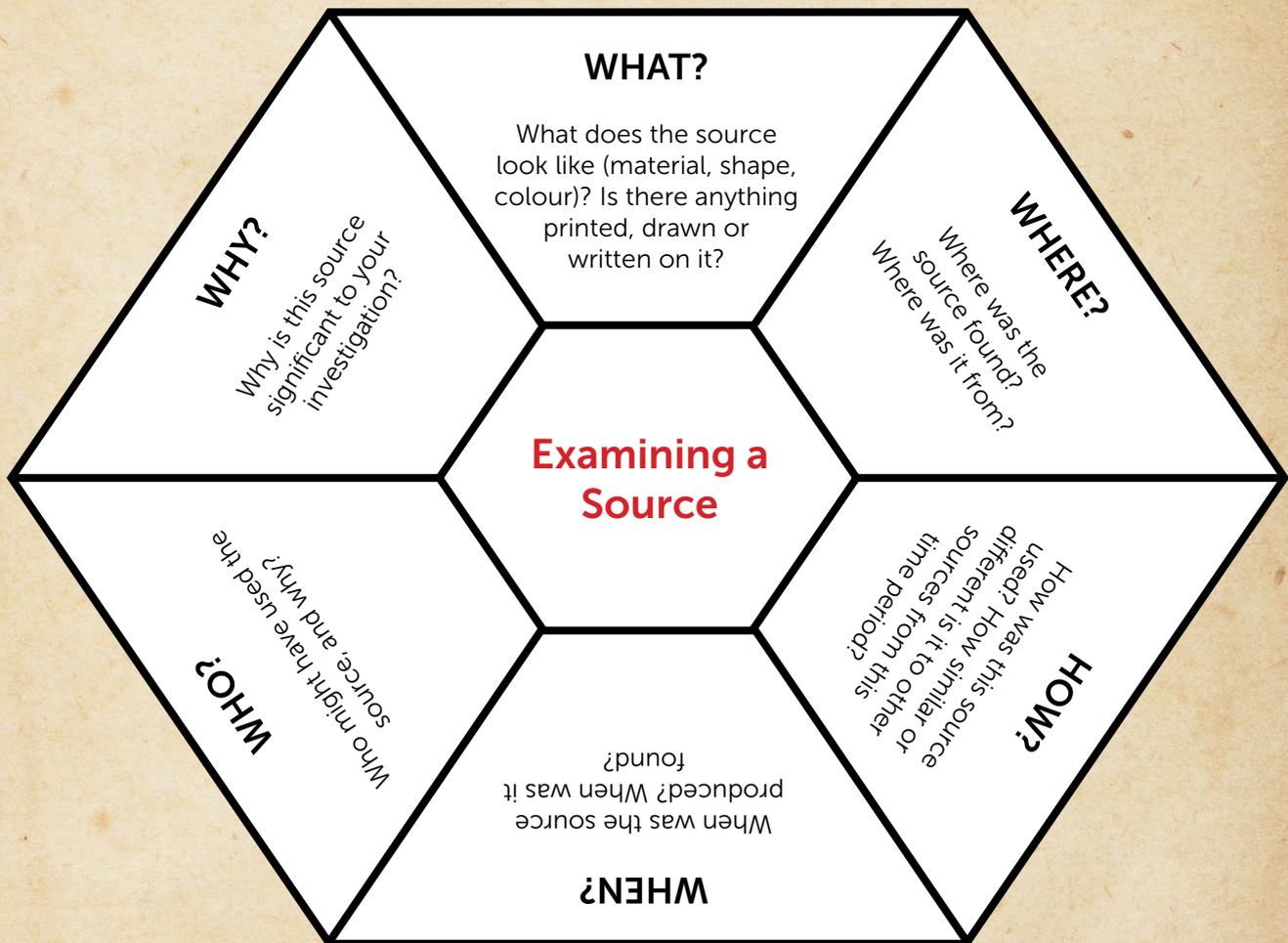
*Draw or write your thoughts in the space below.*

---

## YOUR TASK:

Most of your activities for this trip will be conducted in the Syonan-To zone of the Singapore History Gallery and the Surviving Syonan gallery. In both of these galleries, you will find different types of sources (artefacts, written records, oral history and pictorial records) that have been used to construct the history of Singapore during the Japanese Occupation.

In the same way, you as a young historian, you can use all of these sources to construct your own knowledge of the past: First, select a few artefacts in the gallery that interest you. Then use the questions below to guide you to extract relevant information from each selected source. Lastly, based on the details of the object and other relevant background information, what inferences can you make about the lives of people in Singapore during the Japanese Occupation?



**Making Inferences: What can you infer from the source about the lives of people in Singapore during the Japanese Occupation?**

# HOW WERE PEOPLE'S LIVES IN SINGAPORE AFFECTED BY THE JAPANESE OCCUPATION?

## YOUR TASK:

Consolidate the information you have gathered at the museum. Which sources have provided you with the most relevant information on how the lives of the people in Singapore were affected by the Japanese Occupation?

EXAMINE THESE SOURCES IN GREATER DETAIL AND USE THE TABLE BELOW TO RECORD YOUR RESPONSES.

Name of Source	Description of Source	Aspect of Life	What can you infer about this aspect of life in Singapore during the Japanese Occupation?	What evidence does the source provide to support your inference?

# SUGGESTED WAYS TO USE ANNEX A AND B

Annex A and B contain the gallery text and captions for the Syonan-To zone in the SHG and the Surviving Syonan gallery. The museum has provided this information to make it easier for you to refer to the content and to plan HI questions for your students.

We have also suggested two other ways that you can use the Annexes to view the content and sources online.

## **Viewing Wall Panels on NMS App**

You and your students may also view the content of our galleries digitally by using the National Museum of Singapore app.

### **Step 1:**

Go to the Apple Store or Google Play Store to download the National Museum of Singapore app.

### **Step 2:**

Find the "Look Up" icon at the bottom of the screen.

### **Step 3:**

Enter the Look Up code. The Look Up codes are the four digits at the start of each panel, for example, enter **1129** for "Life under the "Rising Sun".

### **Step 4:**

To read another panel, just exit and repeat steps 2 and 3.

## **Viewing Images of Sources Online**

### **Step 1:**

Go to <https://roots.sg>.

### **Step 2:**

Click on "Explore National Collection".

### **Step 3:**

Click on "Explore Collections".

### **Step 4:**

Enter the Accession Number\* in the field to view the source. For example, enter **2004-00639** to view the Changi Prison Cell Door.

*\*The Accession Number for each source can be found in the description box.  
Please note that not all sources have accession numbers as some sources are on loan or are reproductions.*

**ANNEX A:  
GALLERY TEXT FOR  
SYONAN-TO ZONE IN SHG**

1129

## The Japanese Occupation

### Life under the “Rising Sun”

After taking over, the Japanese renamed Singapore to Syonan-To (“Light of the South”). They had almost a million people under military occupation. On 16 February 1942, they held a victory parade in the city that ended at the Padang.

To stop looting, the Japanese authorities arrested and beheaded suspected looters, and displayed the severed heads in public as a warning. They also carried out a *dai kensho* (“great inspection” in Japanese) operation, reportedly to flush out communists and anti-Japanese elements in Singapore. In reality, it was a purge directed at the Chinese community (it is now referred to as the *Sook Ching* or “great purge” in Chinese).

Throughout the occupation, people in Singapore experienced food and fuel shortages, rationing and widespread hardship. They had to learn the Japanese language, which became compulsory in schools. The Japanese also tried to spread their culture and military ideology by screening Japanese newsreels and war films, and promoting Japanese military songs.

Timeline:

1942 Learning Japanese became compulsory in schools

1130

## The *Sook Ching*

### A purge of the Chinese

Almost immediately after occupying Singapore, the Japanese Army targeted the Chinese community with an extensive two-week operation, which came to be known as the *Sook Ching* (“great purge” in Chinese). This was supposedly to identify and eliminate anti-Japanese elements. From 18 February 1942, all Chinese men between the ages of 18 and 50 were told to register at screening centres.

The Kempeitai (military police) directed the operation, supported by army soldiers and local informers. Officially, the operation was targeted at Dalforce volunteers, members of the Singapore Volunteer Corps, supporters of the China Relief Fund, and those who had tattoos or were otherwise accused of anti-Japanese activities. In reality, however, individuals were randomly singled out. They were forced onto lorries and transported to remote areas such as Siglap, Changi, Punggol and Bedok to be massacred.

The exact number of *Sook Ching* victims in Singapore is unknown. The Japanese claimed that the operation executed 5,000 to 6,000 victims, while unofficial estimates range from 20,000 to 30,000 victims.

Timeline:

1942 The massacre of the Chinese or *Sook Ching* took place

Contact us at [nhb\\_nm\\_schools@nhb.gov.sg](mailto:nhb_nm_schools@nhb.gov.sg) if you require the full gallery text and artefact captions for **Annex A** and **B**.

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# ARTEFACTUALLY SPEAKING: Conversations With Museum Educators



This new museum-based learning experience is designed for:

- \*Historical Investigation – to complement and strengthen Historical Investigation at the Museum
- CCE and National Education – to allow students to explore issues of home and identity.

\* Teachers can also download the new and free Historical Investigation resources that can be found at <https://bit.ly/2GAhPo5>.

Special extension for pilot programme – the first 20 schools to sign up will experience it for free!

## PROGRAMME FEATURES



Able to accommodate an entire level of students at any one time



A student-directed learning experience where students can choose from a list of artefacts to explore and interact with our Museum Educators



Museum Educators who will engage students in conversations as they share fascinating stories about the artefacts



A passport to guide students' exploration of the galleries



Opportunity to collect tokens that are based on historical documents and objects, which can serve as sources for history learning



Pre- and post-visit resources that teachers can use to facilitate students' learning before and after the programme

The Educators' narratives were excellent. The takeaway artefacts were great too. Well done!

Teacher

The Museum trip was meaningful and interesting. I learnt more things compared to my previous museum trips. The museum educators were engaging as well.

Secondary 2 student

Recommended level:  
Secondary 1 to 3

Curriculum relevance:  
National Education,  
Character and Citizenship Education (CCE),  
Lower Secondary History,  
Upper Secondary Social Studies

Capacity:  
Minimum 120, maximum 300 students

Duration: 2.5 hours

Fees: Free of charge for first 20 schools to sign up, on a first come first, served basis.

Contact us at [nhb\\_nm\\_schools@nhb.gov.sg](mailto:nhb_nm_schools@nhb.gov.sg) to find out more or to book this programme.  
Secure your desired slots early!