



**CATEGORY 4 RESOURCE DEVELOPMENT**

**Group 4-032**

**Project Hawkers**

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## **Abstract**

Our project aims to focus on the history and unique Singapore hawker culture. We have developed an interactive resource package that is a google site consisting of a food trail, interactive games, interviews and organised information about the hawker culture. Through travelling and interviewing with multiple hawkers across Singapore, we gain valuable insights that are worth sharing. By comparing and learning from similar projects, we strived to tailor and carter the resource package to our target audience, as we did our best to make the information easy to understand and learn, while ensuring that it is interactive and appeals to our target audience successfully.

## **1. Introduction**

### **1.1. Rationale**

As the world rapidly modernizes, it is vital for us to preserve the cultural heritages which form our national identity. However, many do not know about its history. The hawker culture is intertwined with much of our life. It is a community bonding area. It is a place where people from all races and religions can present their unique dishes. However, the presence of the hawker culture is inversely proportional to the increasing affluence of Singapore. Many prefer to dine at restaurants instead of the once conventional hawker centres. Hence, we decided to shed light on this culture, to further bolster our understanding of it.

### **1.2. Objectives**

Our main objective is to raise awareness among secondary students about the history of the hawker culture. At the same time, we hope to improve understanding among students of the unique hawker tradition and to encourage them to visit hawker centres more often.

### **1.3. Target Audience**

Secondary school students would be our target audience. Through a survey we conducted, results reflected that many Secondary School students do not know much about the history of hawker culture, while they do have the ability and maturity to learn and understand this huge and important concept in Singapore. In addition, factors such as them being the next generation of Singapore, their ability to grasp information fast and the ease of communication of our product, played a role in determining them as the target audience.

## 2. Review

### 2.1. Literature Review

#### 2.1.1. Literature article 1 - (Hawker Culture in Singapore - Singapore's first inscription on the UNESCO Representative List of The Intangible Cultural Heritage of Humanity)

This article talks about the process of Singapore's hawker culture being added to the UNESCO intangible heritage. It illustrates the distinctive culture and highlights the need to preserve it. The report states that "Our hawker culture reflects our multicultural identity as a people and nation, and resonates strongly with Singaporeans across all races and social strata". This implies the relevance of it in our daily life. Furthermore, the support received from the Singaporean, shows that it plays a salient role in strengthening the Singaporean identity. We recognise its paramount importance of preserving it, bringing it to the cognizance of the people and appreciating the heritage present.

HAWKER CULTURE IN SINGAPORE - SINGAPORE'S FIRST INSCRIPTION ON THE UNESCO REPRESENTATIVE LIST OF THE INTANGIBLE CULTURAL HERITAGE OF HUMANITY



Hawker Culture in Singapore was successfully inscribed as Singapore's first element on the UNESCO Representative List of the Intangible Cultural of Humanity on 16 Dec 2020. The Intergovernmental Committee unanimously gave their support towards the inscription of Hawker Culture in Singapore.

**2.1.2. Literature article 2 - (Hawker food isn't what it used to be. And it's partially our fault.)**

According to the article, the average age of the current hawkers is 60 years old, and many of the stalls are at the risk of dying without succession. This emphasizes the urgency for action since the imminent threat of it being extinguished. Students have to acknowledge the cultural significance and understand its rich history, despite their preference for modern food and air-conditioned restaurants. Through raising awareness, we hope that it would encourage them to give it a shot or pay a visit more often.

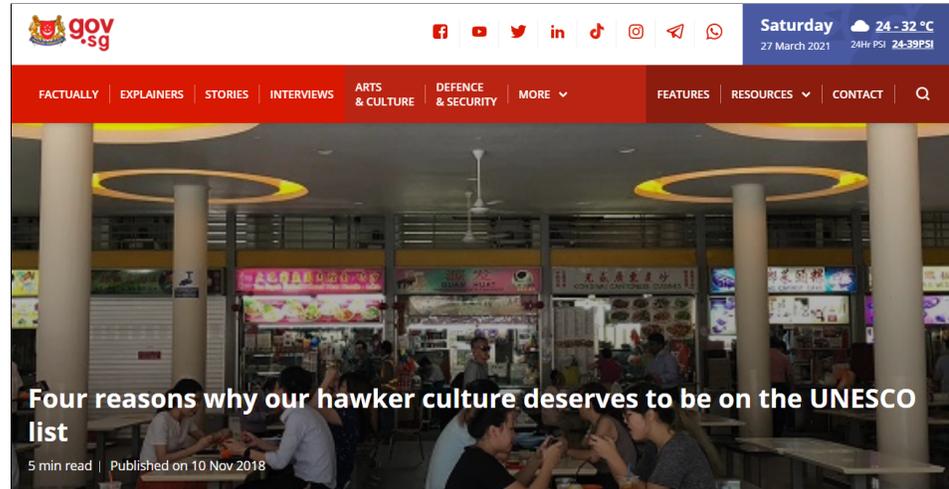
★ [Commentary](#) | [Commentary](#)

## **Commentary: Hawker food isn't what it used to be. And it's partially our fault**

We are all custodians of our hawker culture – and it takes more than a UNESCO nomination to preserve it, say Annie Tan.



### 2.1.3. Literature article 3 - (Four reasons why our hawker culture deserves to be on the UNESCO list)



According to the article, hawker centers are our “community dining rooms” and reflect the multicultural society in Singapore. Hawker centres have been providing a platform for us to socialise with one another while enjoying relatively affordable food. Hence it is crucial for students and Singaporeans to know and appreciate the uniqueness of our hawker centers and the hawker culture.

## 2.2. Existing Resources

### 2.2.1. Past projects:

#### 2.2.1.1. Hawker Flockers:

We looked through past year projects and found that a similar topic project has been done by our seniors. An example would be “Hawker Flockers” by a Secondary 4 project group. We identified both pros and cons of their resource package to learn from it. The project had food

reviews, videos, infographics and podcast series which were interactive tools to engage with the audience. The information on their site was too broad and lacks depth. Hence, we decided to focus more on the History of the hawker culture to make our website more in-depth and centralised.

#### **2.2.1.2. Singapore's Hawker Centers: Our Heritage**

The project aims to promote hawker centers among the younger generations by encouraging them to dine at hawker centers more often. It also aims to educate its target audience on the proper behaviours at hawker centers, such as returning trays after use. Their resource package includes a website about the importance of hawker centers, a short description of some popular hawker food and a quiz. However, much of their information was based on online sources and lacks authentic and interactive elements in their resources.

#### **2.2.2. Existing Websites:**

##### **2.2.2.1. Roots:**

The information on the website was very informative. However, they were packed in lengthy paragraphs which may result in people not devoting their time to read through it. Hence, this prompted us to keep our resources interactive and not as dull. After discussion, we introduced games so that students can digest and reflect on the information found on our website. Furthermore, we decided to film original interviews with the hawkers which was a popular demand in

the google form we distributed. This will make our resources more interesting and catchy to our viewers.

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## History of Hawker Culture

### 1800s – The Origins

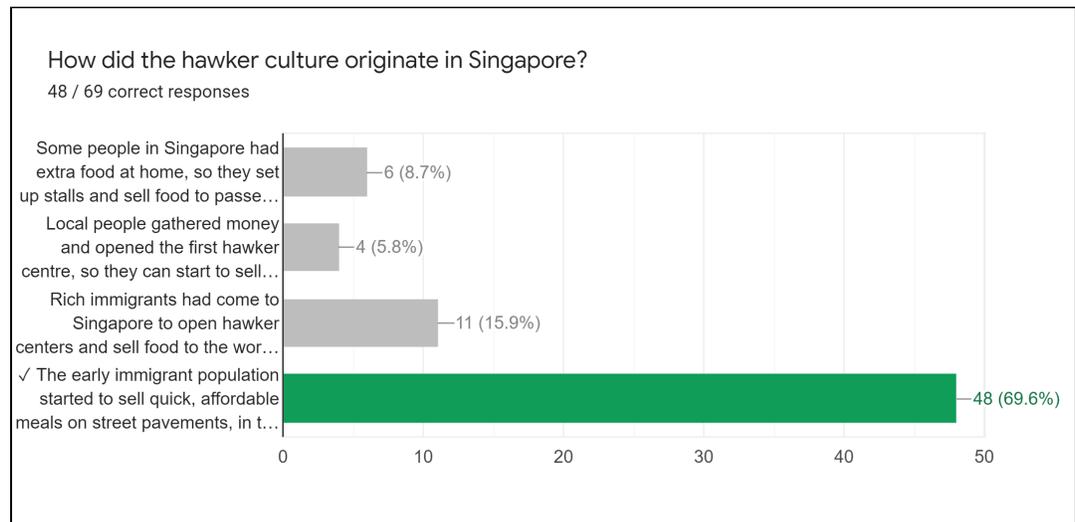
Singapore in the 1800s was a thriving port city which attracted migrants from China, India, Malaysia, Indonesia, and other lands, seeking a better life. They were hard labourers, merchants, clerks, and cooks who brought with them the comfort food they grew up with. They adapted these dishes to ingredients that were easily available here, and cooked them using local techniques, eventually creating a recognisable Singapore flavour.

Many immigrants saw street hawking as a good way to earn a living, as it required little capital. These early pioneers started to ply the streets, serving the dishes that they were most familiar with. The streets were bustling with activity, colours, aromas, and flavours. Chinese hawkers would carry their mobile kitchens around, balanced on a bamboo pole along with their ingredients and utensils, so they could serve up piping hot meals on the go. Malay hawkers typically sold fruits and flame grilled meat sticks, a dish that we would come to know as *satay*. Indian hawkers added colourful sweets,

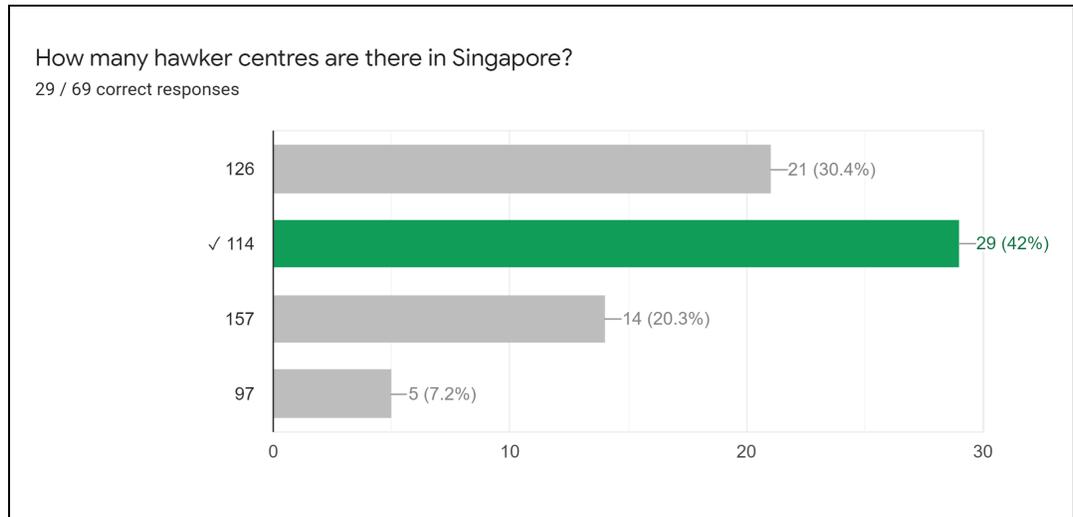
### 3. Methodology

#### 3.1. Needs Analysis

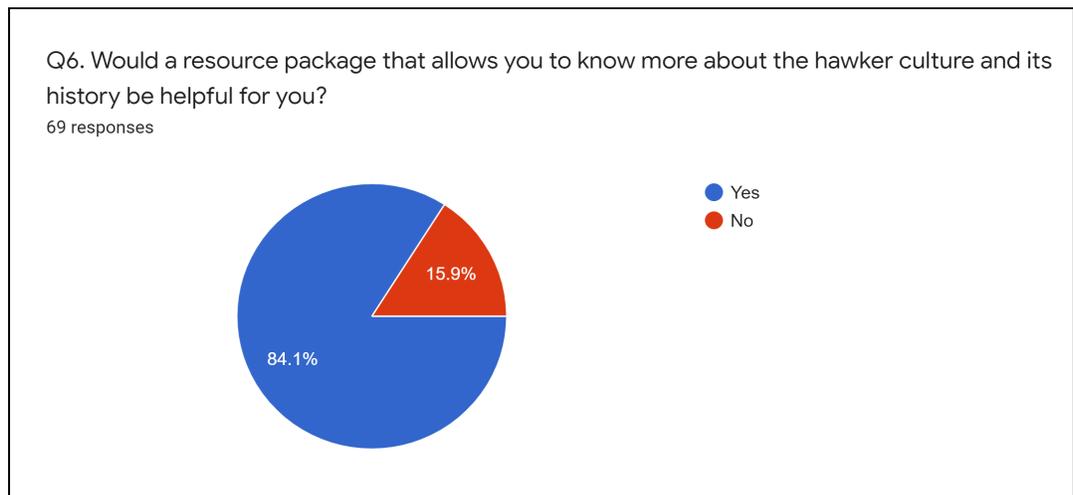
We conducted a survey to test secondary school students' understanding of hawker centres and the hawker culture in Singapore. While a portion of the students showed a basic understanding of the hawker culture, a large portion did not get the correct answer.



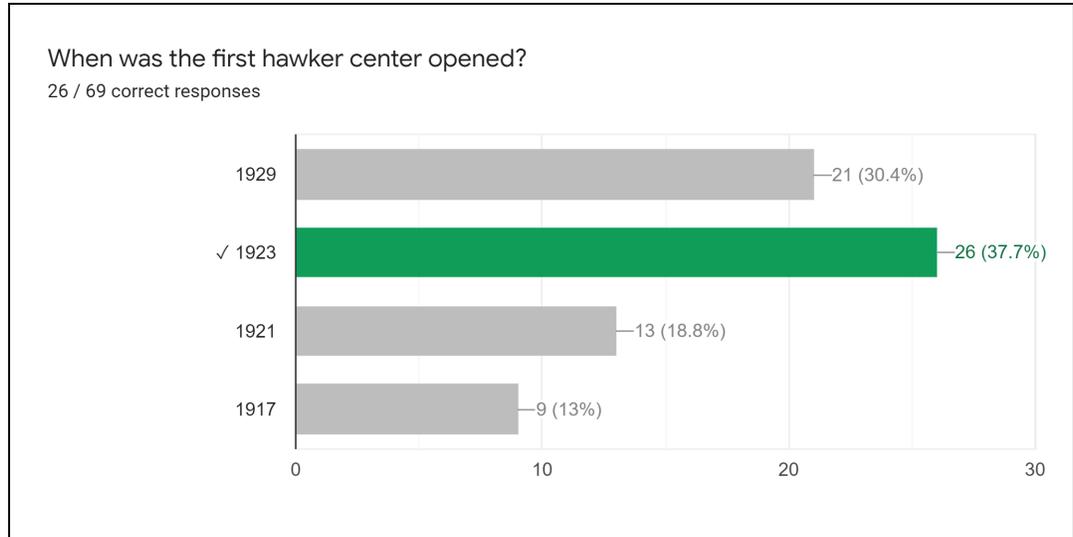
From the results, we can see that 69.6% of the students answered correctly for the question about how the hawker culture originated. This tells us that despite the popularity of hawker food nowadays, students do not know much about its origin.



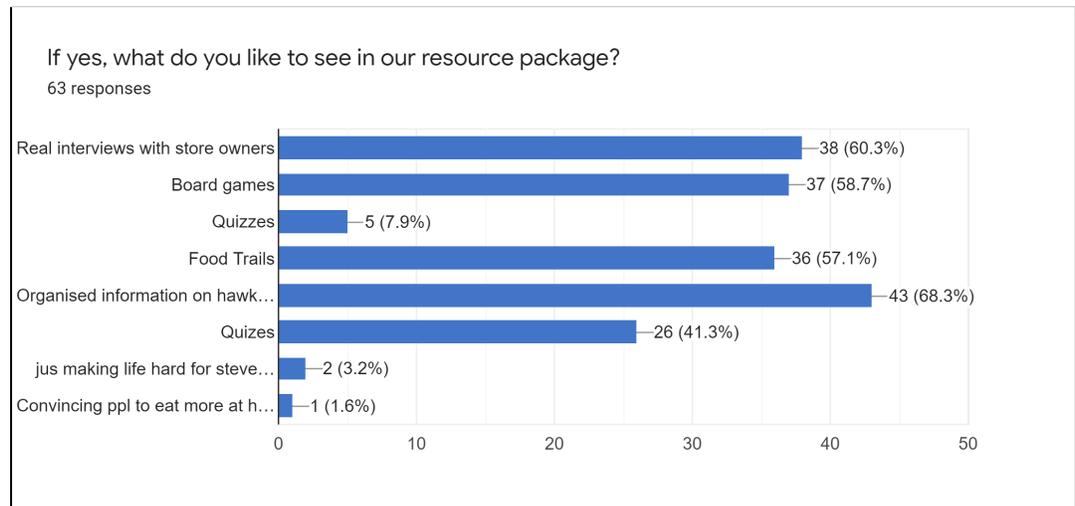
Here, only 42% of the students answered correctly when we asked about the number of hawker centres in Singapore. We can hence know that many students lack understanding of the hawker culture.



Many of the students felt there is a need for a resource package about the hawker culture and its history. Therefore, we decided to come up with a google site that will enable the students to learn more regarding the hawker culture.



Moreover, less than 40% of the students answered correctly when asked about the history of hawker centres. Hence, we decided to focus on this area of research.



Many students feedbacked that they wanted a resource package with organised information about hawkers, interviews, board games and food trails. Hence, our team decided to come up with a google site that contains three of these features.

### 3.2. Development of Resources

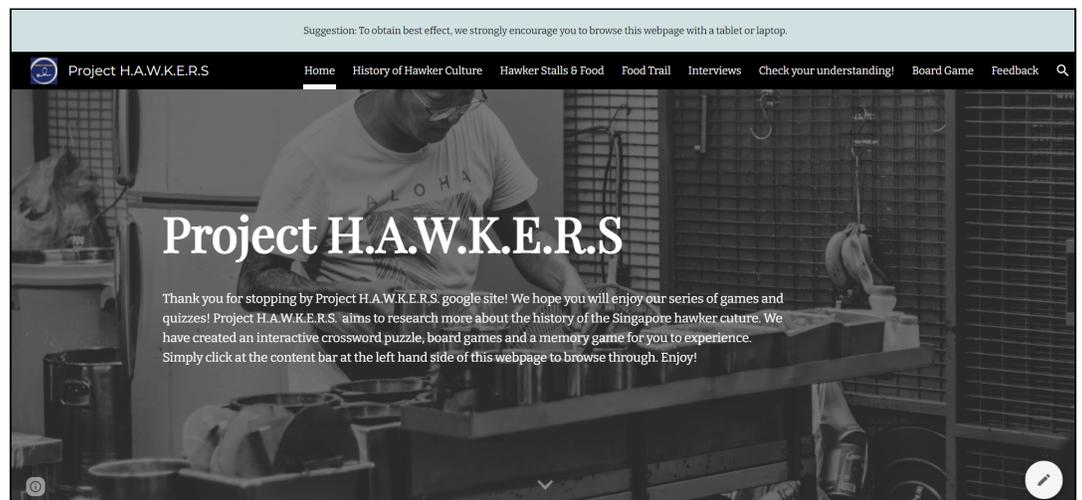
Our team produced a series of engaging and interesting posts to collaborate into our google site. We included information about the history of the hawker culture, many games and a food trail.

**Link to website:**

<https://sites.google.com/student.hci.edu.sg/projecthawkers/home?authuser=0>

#### 3.2.1. Website

We created a google site where we can compile all our information together. Hence, this makes it more accessible for students to explore the resources.



### 3.2.2. Food trails

We came up with a food trail where students can embark on an interesting adventure trying out the different foods in Singapore. We specifically choose stalls with a long history and serve traditional food to introduce the diverse food choices.

Link:

<https://sites.google.com/student.hci.edu.sg/projecthawkers/food-trail?authuser=0>

#### Food trail series

Stall 2: Prawnaholic

##### History & Introduction

Founded by  
Alan Choong

He is *determined* to continue the *dying hawker tradition* and also has a *great passion for cooking*



PROJECT HAWKERS

#### Food trail series

Stall 2: He Zhong Carrot Cake

*Do you know?*  
It has...



50 YEARS of  
long history

Won several awards and  
featured in many shows



#### Food trail series

Stall 2: He Zhong Carrot Cake

##### FOOD & SPECIALTY

*Handmade* white carrot cake:

- Fried with egg and preserved radish
- Crispy & golden
- Served with soy sauce



- He zhong Carrot Cake  
(from \$2.50 to \$5.00)

#### Food trail series

Stall 2: Prawnaholic

**Location:** Pasir Ris  
Central Hawker Centre,  
#02-12

**Directions:** 5min walk  
from Pasir Ris MRT



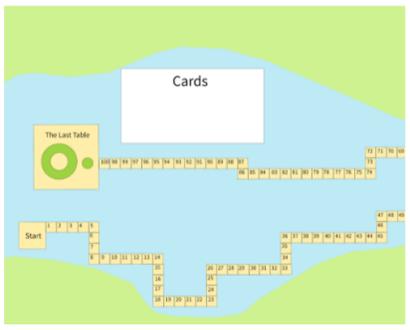
**Operation hours:**  
Daily except Monday:  
11:00am-9:00pm

### 3.2.3. Board Game

According to our first survey, many students wanted a board game included in our project. Hence, we came up with a hawker themed board game. Players will have to take turns to roll the dice in order to reach the last table to “chope” their place. Students could print it and play it with others.

**Link:**

<https://sites.google.com/student.hci.edu.sg/projecthawkers/board-game?authuser=0>



## Hawker board game!

Instructions:

1. [Click here](#) to print out your own version of the hawker board game
2. Cut the cards along the lines and fold the dices accordingly
3. Two players will take turns to roll "the ordinary dice"(refer to below for more details)
4. Players will move forward according to the number they obtained from the dice
5. Whenever you land on a tile, pick up the card corresponding to the hawker stall and keep it.
6. If the speciality of the stall (located in the description portion of the card) matches another stall you have picked up, you get to roll the "special dice".
7. Get to the "Last Table" first to "chope" your table!
8. Enjoy!



### The two dices

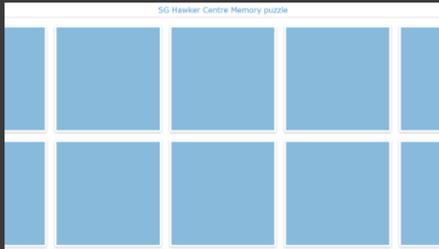
The one on the left is "the ordinary dice" used in board games. The one on the right is "the legendary dice". It is one where there is a chance for you to advance faster, with the largest value at 11. But watch out! If you roll the 'X', you will have to sit out for the that turn.

### Layout of cards

Each card includes a specific Hawker stall in Singapore, its speciality as well as a description of it.

We also included a Singapore Hawker Centre Memory Puzzle as an alternative for the board game. Students are able to test their understanding of popular hawker centres in Singapore. The memory quiz is accessible online.

Due to the COVID-19 pandemic and restrictions, it might not be possible to meet up and to play physical board games, below is a memory puzzle as an alternative to a full sized board game.



### **Singapore Hawker Centre Memory Puzzle**

The memory puzzle tests your memory as well as your understanding of Hawker centres in Singapore.

The URL to the puzzle is: [Singapore Hawker Centre Memory Puzzle](https://www.instagram.com/hci_projecthawkers/)

#### **3.2.4. Instagram account**

We have set up an Instagram account to better interact with students. Also, we can easily share our food trails as well as other interesting facts about hawker centres with them. We post content weekly such as food trails as well as interesting facts regarding hawker stalls. Students were welcomed to share their thoughts.

**Link:** [https://www.instagram.com/hci\\_projecthawkers/](https://www.instagram.com/hci_projecthawkers/)

Instagram

Search

hci\_projecthawkers [Edit Profile](#)

9 posts 137 followers 209 following

**Project Hawkers**  
Hi we are a group of four Sec 2 students from HCI doing a project on hawker culture and its history. Appreciate your follow 🙌  
[@shulei\\_zhou](#)  
[tinyurl.com/projecthawkers](http://tinyurl.com/projecthawkers)

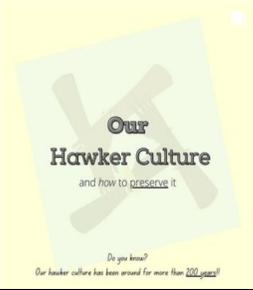
POSTS IGTV SAVED TAGGED



**Project H.A.W.K.E.R.S**



**Food trail series**  
Stall 4: Sin Kee Nasi Lemak  
**Introduction**  
Opened for nearly **10 years**  
Well liked by many customers



**Our Hawker Culture**  
and how to preserve it  
Do you know?  
Our hawker culture has been around for more than 100 years!

### 3.2.5. Interviews

We have conducted interviews with 4 hawker stalls that we came up with. Through the interviews, we were able to learn more about the history and the working environment of hawkers. Also, we conducted our interviews on both traditional and modern stalls to show how hawkers have evolved over time.

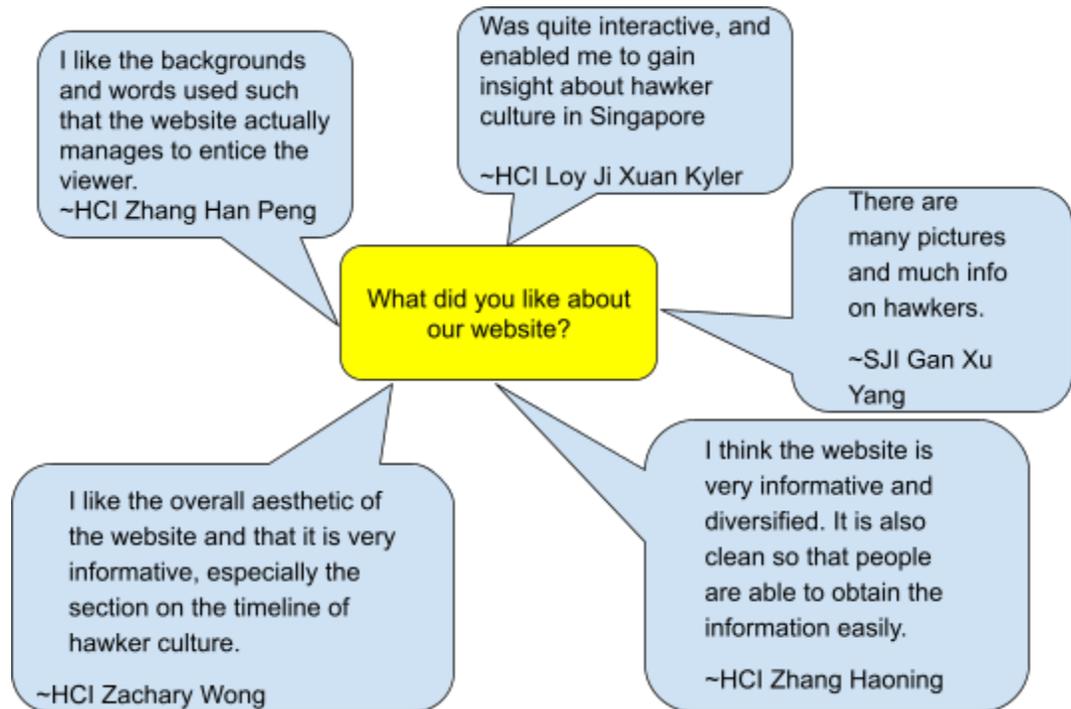
Link:

<https://sites.google.com/student.hci.edu.sg/projecthawkers/interviews?authuser=0>

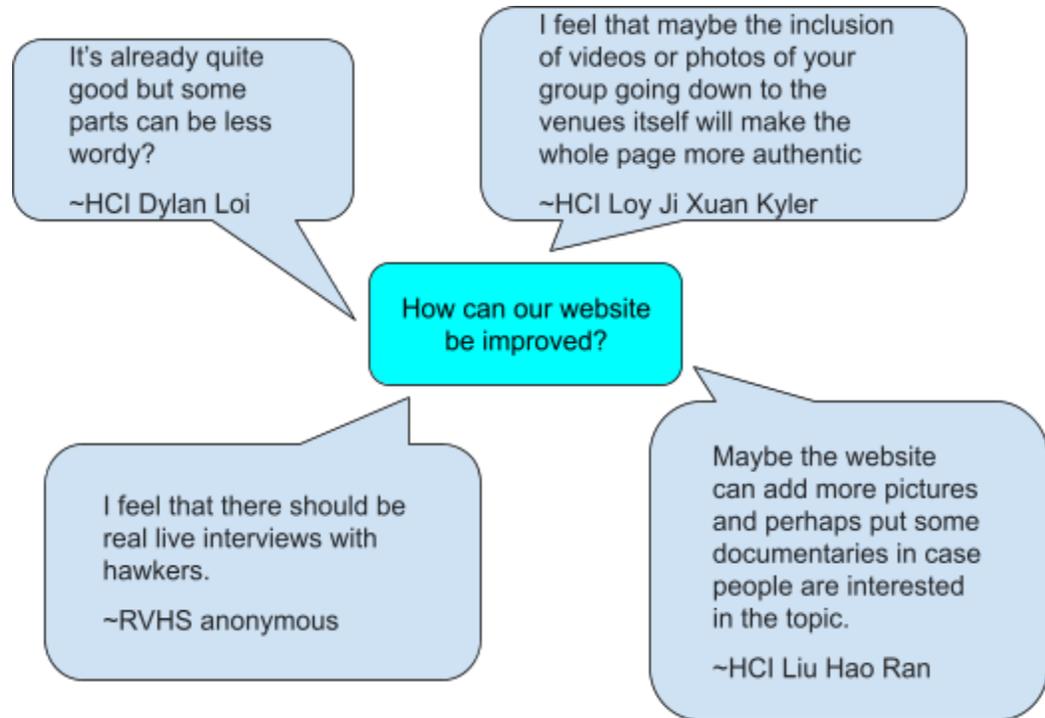


### 3.3. Pilot test

We conducted our pilot test on our classmates and students from other secondary schools to find out more about the interactivity and usefulness of our resources.



Generally, our target audience found our website and resource informative and useful in helping them gain a better understanding of Singapore's hawker culture.



### 3.3.1. Improvements

Based on the feedback, we have modified our google site to better suit the needs of students. Firstly, we have added interviews that we conducted with hawkers to know more about their past and daily lives. Secondly, we have replaced the crossword puzzle with more entertaining yet educational games using wordwall.net. Lastly, we have summarised large chunks of information and made them more appealing to readers.

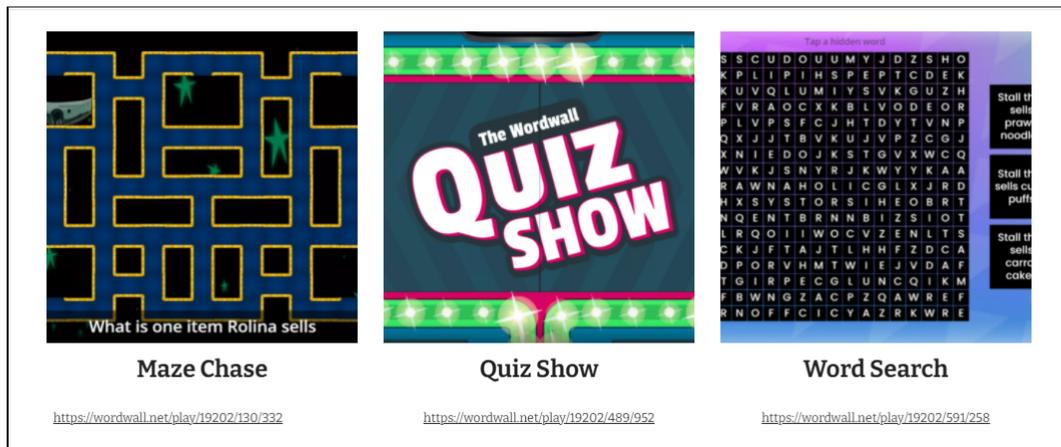
These are the games we have replaced with our word puzzle. They have more vibrant colours and are more interactive and interesting to play with.

#### Links:

Maze Chase: <https://wordwall.net/play/19202/130/332>

Quiz Show: <https://wordwall.net/play/19202/489/952>

Word Search: <https://wordwall.net/play/19202/591/258>



#### 4. Outcome and Discussion

##### 4.1. **Achievements of the project**

We were able to dwell and research deep in the hawker culture's rich history. Also, we managed to raise awareness about the importance and uniqueness of our hawker culture. Our project has successfully created an interactive online resource package where students can play games while gaining more insights into hawker history in Singapore. Furthermore, we introduced many interactive features to cater for our target audience. In the end, we see that our target audience generally has a better understanding of our hawker culture through the feedback form, which fulfils our objectives.

##### 4.2. **Limitations of the project**

Due to the COVID-19 pandemic, we were unable to carry out interviews on a large scale and film reviews in many aspects. As a result, we could not compile that many media and documentaries into our website. Also, we can have added more interviews and enable the public to share their experiences in hawker centres in the future.

#### **4.3. Further work**

There is undeniably much more that can be done to reach our objective at a larger scale. We can consider having real-life documentaries on the daily life of a hawker, as well as include more interviews with them. Also, we can collaborate with non-government organisations or non-beneficiaries to work on giving out educational packages with a token that students can keep.

## 5. **Conclusion**

2021 has inevitably been a unique year where we are on a road to recovery from the COVID-19 pandemic. People from all walks of life were affected. Our team faced countless challenges such as carrying out more interviews to make our resource package more interesting. Ironically, it was COVID-19, which inspired us to pursue this topic. However, despite the pandemic, we are glad that we managed to play our part in the preservation of the precious culture.

## 6. **References**

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