

PORTRAIT OF A RAFFLESIAN CROSSING THE FINISH LINE



Second row (from left)

Charisse – Graphic Designer

Designed the team's uniform, merchandise, pit display, portfolios, name cards etc. by teaching herself how to use Adobe Photoshop and Illustrator.

Harshita – Design & Manufacturing Engineer

Tested various new and unique design features for the team's miniature F1 car in order to determine the best possible design and materials to be used.

Nicole – Design & Manufacturing Engineer

Spearheaded the scientific research that allowed the team to modify their car parts in a strategic manner to gain an edge during the race.

Together with Harshita, they attended training and consultation sessions with renowned university professors to gain more insights on possible design improvements.

Mr Tan Hup Yew – Teacher-Mentor

Roles played include introducing the team to the different aspects of the project, which include marketing and sponsorship, car design, verbal presentation, and making sure they are on task and moving towards their goal.

Ms Khng Umay – Teacher-Mentor

Roles played include monitoring the progress of the team and highlighting possible challenges that they may face.

Kirsten – Marketing Lead

Helped the team source for funds for the various resources needed. Also helped to build and maintain relations with sponsors and partners, and ensured the quality of the deliverables of the team's commitments to the Return on Investment.

Angeline – Team Leader

Supervised the execution of each job within the team and used her knowledge of the work progress of each job to help ensure that the team stayed on track during the preparatory stage of the competition.

Earlier in September this year, a team of RGS Year 4 students comprising Angeline Lai Rui Xi, Lee Xin Yi, Nicole, Kirsten Clare M. Negapatan, Chauhan Harshita Singh and Kwong Yan Yu Charisse, represented Singapore at the F1 in Schools world finals. Calling themselves Team Feroxidus (meaning 'bold' and 'undaunted', derived from the Latin words 'ferox' and 'intrepidus'), the girls walked away with a Best Pit Display award from the competition. While it may not be a podium finish, there certainly is no better way to mark the end of their F1 journey here in RGS as a team than with the knowledge, maturity and friendships they have gained not only during the world finals, but also since the start of their F1 journey when they were only in Year 2.

Read on as Team Feroxidus tells us more about their fruitful journey in the world finals. We also talk to the team's teacher-mentors Mr Tan Hup Yew and Ms Khng Umay who share with us their experiences in mentoring the team over the past few years.

Their RGS Experience

"As Year 4s, all of us would agree that just like the F1 race cars, our RGS experience passed by in the blink of an eye. We can still vividly recall orientation week, and it is hard to believe that we will be going to JC in just a few months' time! Just like any other F1 races, some of us may not have got off to a fast and smooth start; we may not have met our expectations or performed to the best of our abilities. However, as the 'race' progressed, we managed to set a steady pace and focus on improving ourselves both in terms of academics as well as in our F1 in Schools journey."

Biggest Takeaway from the Competition

"Our biggest takeaway was humility. We did our best during the preparatory stage leading up to the world finals, and yet the sheer quality of work presented by our international competitors simply blew us away. It really broke us out of our little bubble and reminded us that Singapore is but a little red dot, and that there is still so much for us to learn and so much inspiration to draw from sources outside our comfort zones. The creative elements that the international teams incorporated into their projects had never even crossed our minds! We learnt that if we seek to achieve the best, we cannot be solely reliant on ourselves – we must look outward and actively seek the wisdom of past competitors worldwide."

Challenges Faced

"We certainly faced many challenges, but the hardest one was time management. As we only had five members instead of six, each of us had to step up and take on broader job scopes and a heavier workload. In addition, this being our final year, we also had to juggle our other commitments such as schoolwork, leadership responsibilities and other competitions. To overcome this, we created multiple spreadsheets where we would list out our individual availability, and then schedule different meetings and activities on the days when most of us were free. As we realised that it was nearly impossible for the entire team to be present for most activities due to our conflicting schedules, we had to accustom ourselves to attending meetings in pairs or trios. Each of us also stepped out of our comfort zones and job scopes and help out in any way possible, and that meant having to learn to be familiar with the roles played by each member."

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Harshita in action during the world finals.

Girl Power!

“As we proceeded to the World Finals, we realised that we were one of only seven all-female teams in the competition. That echoed the familiar local sentiments of male dominance in the STEM field. Prima facie, males are supposedly better at science and math. But our fruitful experience has proven otherwise – and has in fact compelled most of us to consider STEM careers. Sadly, such stereotypes have often led to a glass ceiling in a woman’s bid to thrive in STEM. Hence, in a bid to encourage fellow female youths to venture into the field of STEM, we took time outside of preparing for the competition to create comics that will express and present our views on the issue. We are planning to post this 20-chapter story on LINE webtoon, so it is free and easy to access!”



Meet Alexis! The female protagonist of the team’s comic creations.

Hear from the Teacher-Mentors

Mr Tan Hup Yew: “It is heartening to see that the group’s efforts have paid off after all the intense and gruelling preparation the girls have gone through over the past months. As their teacher-mentor when they first started on the F1 in Schools programme in Year 2, I already felt that they had a lot of passion for the competition. They were also very resilient and motivated, which resulted in them achieving 2nd during

Thank You Mr Tan and Ms Khng!

“Mr Tan mentored us both with his physics expertise and real-life experience as a working adult, giving us a myriad of tips ranging from how to interact with our sponsors, to handling team funds. Despite the last-minute texts that we swarmed him with closer to crunch periods, he is always patient and ready to help us. We have also received a lot of help from our other teacher-mentor, Ms Khng! We are immensely grateful to have had two such dedicated and knowledgeable mentors.”



The team walked away with the Best Pit Display award from the world finals.

the National Finals when they were in Year 2, and subsequently 1st when they were in Year 3. I believe that the programme helps to expose students in the area of STEM and provides the opportunity to compete with like-minded students. Besides that, it also equips students with useful skills such as project management, marketing, sponsorship, budgeting and verbal presentation etc. I hope that the team will always remember the friendship, hard work, successes and failures that they have experienced throughout their F1 journey. I am confident that they will all have an amazing future!”

Ms Khng Umay: “The team’s achievements are well-deserved. The students have remained committed to their project from the very start, growing stronger with every challenge they faced. I am very pleased to see that their hard work has been recognised. I mentored the team when they were in Year 3, so as compared to their first year in the programme, they had more direction and also many ideas to contribute. Even in the face of challenges, the team was very dedicated to the project, often going beyond what was expected of them. For example, they were very keen to promote F1 in Schools and Women in STEM to the school during STEM Week in RGS. This was despite their busy schedule in preparation for the national finals. I believe that the F1 in Schools programme requires students to be independent and resourceful. As students in the programme do not have a textbook or standard resource to refer to, they have to learn how to research and seek information from various sources. This allows them to gain the confidence to approach problems in a similar manner in the future. I hope that the team will always recall this experience and be confident no matter what challenges come their way in the future!”