**Total Defence Programme for UGs**

**Bronze Badge**



**Resource Package for Facilitators**

Contents

[Background of the Total Defence Programme for Uniformed Groups 3](#_Toc501531757)

[Learning Objectives of the Total Defence Programme for Uniformed Groups 4](#_Toc501531758)

[Overview of the Total Defence Programme for Uniformed Groups 5](#_Toc501531759)

[Overview of the Bronze Level 7](#_Toc501531760)

[Awarding the Bronze Badge 8](#_Toc501531761)

[Activity A: Recap on Total Defence 9](#_Toc501531762)

[Activity B: Play “Guardians of the City” Total Defence Strategy Card Game 16](#_Toc501531763)

[Activity C: Design and Presentation of a GOTC “Action” Card 45](#_Toc501531764)

# Background of the Total Defence Programme for Uniformed Groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| D:\TD Programme for UGs\Photos of Badges\Bronze.png | 🡺 | D:\TD Programme for UGs\Photos of Badges\Sliver.png | 🡺 | D:\TD Programme for UGs\Photos of Badges\Gold.png |

Figure 1. The three levels of the TD Programme for UGs

The Total Defence (TD) Programme for Uniformed Groups (UGs) aims to create opportunities for Secondary school UG cadets to participate in and lead TD-related activities within their UGs, schools, and/or communities.

The TD Programme for UGs uses the Appreciation, Application, and Advocacy model, with lessons designed to help cadets gain a deeper appreciation of TD, put TD into action, and be advocates for TD as they earn the Bronze, Silver, and Gold badges.

The refreshed 2018 edition of the programme puts greater emphasis on the changing nature of threats and challenges that Singapore faces today. It also has a more flexible curriculum and incorporates activities like the “*Guardians of the City*” TD strategy card game to create a more meaningful and immersive experience for UG cadets.

The TD Programme for UGs comprises three levels: (1) Bronze; (2) Silver; and (3) Gold. After the satisfactory completion of the activities in each level, cadets will be awarded the corresponding badges.

# Learning Objectives of the Total Defence Programme for Uniformed Groups

By the end of the TD Programme for UGs, cadets should gain:

1. A deeper appreciation of TD and its relevance in today’s context.
2. The ability to recognise simple yet concrete TD actions that can help cadets and the people around them better prepare for crises.
3. The ability to advocate for TD by conducting TD lessons for their junior cadets, or organising meaningful TD-related Values in Action (VIA) projects.

# Overview of the Total Defence Programme for Uniformed Groups

| **Level** | **Content/Activity** | **Instructional Objective(s)** |
| --- | --- | --- |
| Bronze  *(120 mins)* | 1. Brief recap of TD   *(30 mins)* | 1. To ensure that cadets have at least a basic level of understanding of TD and its relevance in today’s context to better appreciate the GOTC game. |
| 1. Play “Guardians of the City” (GOTC) TD strategy card game   *(60 mins)* | 1. To have cadets gain a deeper understanding of TD and its relevance based on the threat of terrorism. 2. Recognise simple yet concrete TD actions that can help their family and friends be more prepared for crises. |
| 1. Design, present to peers, and submit a new “Action” card for the GOTC card game   *(30 mins)* | 1. To have cadets reflect on how they or the community can put TD into action. 2. To have cadets demonstrate their understanding of how the individual/community can put TD into action. |
| Silver  *(180 mins)* | 1. Content on TD   *(60 mins)* | 1. To strengthen the cadets’ belief in TD’s relevance, especially in today’s context. 2. To deepen the cadets’ understanding of everyone’s role in TD (individuals, community and businesses, and government) using relatable examples and case studies. 3. To deepen the cadets’ understanding of how we can put TD into action. |
| 1. Teach at least a pair of classmates how to play the GOTC card game (or equivalent) + Reflection   *or* Assist in the facilitation of gameplay of at least a pair of classmates at a GOTC gameplay session (or equivalent)  + Reflection  *(90 mins)* | 1. Through instruction, internalise learning points from the GOTC game, so that cadets can better appreciate the complexity of threats that Singapore faces, the need for trade-offs, and the impact of everyday decisions on the fight against terrorism. |
| 1. TD Quiz   *(30 mins)* | 1. To assess the cadet’s depth of understanding of TD and its application. |
| Gold  *(Choose 1 of 2 activities)* | 1. Design and conduct a 30-minute long TD lesson (on 1 of the provided topics) for junior cadets   + Reflection | 1. To encourage cadets to internalise the TD narratives and complexity of one of the threats/challenges that Singapore faces by planning a TD lesson. 2. To demonstrate an appreciation of TD by conducting a TD lesson. |
| 1. Initiate, plan, and execute a TD-related VIA project\* that benefits the community at large (individually or in groups)   + Reflection | 1. To demonstrate an appreciation of TD by initiating, planning, and executing a meaningful project that either puts TD into action or provides a platform for others to put TD into action. |

**Overview of the Bronze Level**

|  |  |
| --- | --- |
| **Title** | Bronze |
| **Desired Outcomes** | By the end of the Bronze level, cadets should:   1. Appreciate. Achieve a better understanding of Total Defence; 2. Apply. Recognise that there are many things they can do to keep Singapore safe, secure, and sovereign; and 3. Advocate. Be inspired to actively play their part in Total Defence. |
| **Key Understanding** | 1. Total Defence is a national framework for an all-round response to threats and challenges that Singapore faces on all fronts. 2. There is a part for every Singaporean to play, big or small, to keep Singapore safe, secure, and sovereign. 3. With the changing nature of security threats, it is increasingly important for individuals and the community to play their part through Total Defence. |
| **Recommended Duration** | 120 mins |
| **Overview of Activities** | 1. Brief recap of Total Defence (TD) 2. Play: “*Guardians of the City*” (GOTC) TD Strategy Card Game[[1]](#footnote-1) 3. Design and share an original GOTC “Action” card |

# Awarding the Bronze Badge

Upon the cadet’s completion of Activities A, B, and C (or equivalent) of the Bronze level of the TD Programme for UGs, teachers/facilitators may award the Bronze badge. Following which, cadets are strongly encouraged to attempt the Silver level.

# Activity A: Recap of Total Defence

[Estimated time required: 30 minutes]

This brief activity acknowledges that cadets attempting the Bronze level may have varying levels of understanding of Total Defence based on their background and experiences in their Primary Schools. This activity ensures that all cadets attain at least a foundational level of understanding of Total Defence before they proceed to Activity B.

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| *Recap of Total Defence* | | | |
| 15 mins | 1. [Slide 2] Teachers can talk about some challenges Singapore faces today:    1. Singapore’s challenges are changing, and are becoming wider in range.    2. While conventional warfare is still a security concern, there are new threats and challenges in the form of terrorism, information campaigns (e.g., in the case of the Qatar blockade[[2]](#footnote-2), there was initially a “war of words” sparked off by wrongly attributed comments and fake news saying that Qatar supported terrorism), and cyber-attacks.    3. There are also non-security challenges and crises like economic stagnation, structural employment, technological disruption, ageing population, haze, natural disasters, and pandemics. 2. While our government agencies are working hard to address the threats and challenges, they cannot be everywhere all the time. Overcoming these threats also require all sectors of society to work together. 3. [Slide 3] Total Defence, our national response:    1. Total Defence was launched in 1984 to rally Singaporeans to deal with all kinds of national threats and challenges.    2. Over the years, Total Defence has continued to be our best defence and all-round response to the changing threats and challenges facing Singapore on all fronts.    3. Total Defence involves each and every Singaporean playing his or her part, either individually or collectively, to build a strong, secure, and cohesive nation that can deal with any crisis. 4. [Slide 4] Five pillars of Total Defence:    1. **Military Defence** is about building a strong and credible defence force that makes potential aggressors think twice before attacking us. That is deterrence at its best. And if that fails, we must be able to defend ourselves when attacked.    2. **Civil Defence** is about being alert to the signs of threats and being effective first responders when a crisis occurs, helping one another regardless of race, religion, or background.    3. **Economic Defence** is about strengthening the competitiveness and attractiveness of Singapore’s economy to keep Singapore special and relevant to the world, as this is crucial to our survival and success. It is also about keeping our economy strong and resilient.    4. **Social Defence** is about building understanding and trust amongst people of all races and religions, and looking out for one another beyond self-interest, so that we are strong and united, especially during times of national challenges.    5. **Psychological Defence** is the will to defend our way of life, the resolve to stand up for Singapore when our interests are challenged, and the fighting spirit to press on and overcome crises together. Psychological Defence is the foundation of Total Defence. | * To help cadets see the increasing relevance of Total Defence in today’s context. * To help cadets appreciate the importance of Total Defence and of putting it into action. | * Bronze Activity A , “TD Recap” PPT slides[[3]](#footnote-3) |
| *Conclusion and Exit Activity* | | | |
| 15 mins | 1. [Slide 5] Together We Keep Singapore Strong    1. While the government takes steps to tackle the security threats Singapore faces, **individuals and the community can strengthen our all-round defence against these threats by putting Total Defence into action**.    2. This could range from **simple everyday actions** to **participating in agencies’ programmes** like SGSecure, SG Cares, SkillsFuture, Workforce Singapore.    3. [Using the images on the slide as scaffolds, teachers can ask cadets for some examples of Total Defence actions individuals can take.]    4. For instance, we can       1. Maintain a high level of physical fitness;       2. Pick up emergency preparedness skills (e.g., CPR-AED) in order to be active first responders;       3. Donate blood;       4. Get to know our neighbours better and attending celebrations with them;       5. Take personal pride in being Singaporean, and many more. 2. [Slide 6] Exit Activity – to have cadets look for Total Defence actions outside of the classroom.    1. Can you find:       1. Someone showing appreciation for military personnel in uniform?       2. Someone picking up fire-fighting skills?       3. Someone demonstrating an appreciation for other cultures or religious practices?    2. **What other Total Defence actions can you identify from the Total Defence puzzle?** | * To highlight some everyday Total Defence actions to cadets. | * Bronze Activity A , “TD Recap” PPT slides (same as above)[[4]](#footnote-4) * Bronze Activity A Handout: “TD Puzzle”[[5]](#footnote-5) |

# Activity B: Play “Guardians of the City” Total Defence Strategy Card Game

[Estimated time required: 60 minutes]

***Note: Cadets who have already played the “Guardians of the City” (GOTC) Total Defence strategy card game may skip this activity and move on to Activity C.***

Teachers (or senior UG cadets) can organise and facilitate a GOTC game lasting at least 60 minutes for cadets attempting the Bronze level using the lesson plan below and suggested resources[[6]](#footnote-6).

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| *Introduction and Video* | | | |
| 5 mins | 1. Tell cadets that you will be teaching them how to play “*Guardians of the City*”, the Total Defence strategy card game. 2. Tell cadets that all they need to know about the game is in the **instructions** on the table (see below) and the **video** that you will show them shortly.      1. Play this **short video** that introduces and explains “*Guardians of the City*”: bit.ly/playGOTC. | * To allow cadets to understand the activity. * To allow cadets to learn how to play the game. | * A short video (5 mins) that introduces and explains “*Guardians of the City*”: bit.ly/playGOTC. |
| *It’s Time to Play!* | | | |
| 20 mins | 1. Ask cadets to get into groups of four. Each group will have **two teams, with two players on each team**. 2. Announce that they have **20 minutes** to play the game. 3. While they are playing the game, you should **walk around** and **note down various situations that come up during the game**, for example:    1. Difficulty in assigning National Effort levels? Disagreement on assigning the National Effort levels?    2. Disagreement on Action cards to play? One team member more focused on eliminating terrorists rather than protecting citizens, or the other way round?    3. Lack of preparedness for the effects of the Crisis cards? | * To allow your cadets to have hands-on experience playing the game. | * Decks of GOTC cards for every table |
| *Reflections and Conclusion* | | | |
| 5 mins | 1. **Tell cadets to put their cards down** – it is time to reflect on the game they have just played. 2. [Slide 2] During the next 10 minutes, you will ask cadets to **reflect on some questions** and get some of them to **share their views**. 3. Ask them:    * [Slide 3] **What were your considerations in allocating your National Effort levels**?    * [Slide 4] **How did you feel having to choose one pillar over another when assigning National Effort levels**?    * [Slide 5] **How did you resolve disagreements with your teammate over the distribution of National Effort levels**?    * [Slide 6] **Were you playing a game that focused on eliminating terrorists** (**offensive** strategy) or **protecting your citizen groups** (**defensive** **strategy)**?    * [Slide 7] **How prepared were you for crises**?    * [Slide 8] **Did your strategies change after you were hit by crises**?    * [Slide 9] **If you were to play the game again, what are some things you would do differently**? | * To allow cadets to reflect on their actions during the game. * To allow cadets to learn about “trade-offs”. * To allow cadets to understand that not every decision will be unanimous. There are often differing viewpoints. * For cadets to realise that crises can happen any time – we have to be prepared! * To help cadets realise that there are risks involved in decisions. They have to decide which risks they were more willing to take. Also, the importance of being resilient in the face of crises. * To help cadets reflect on other strategies they could have adopted. | * Bronze Activity B, “GOTC Debrief”, PPT slides[[7]](#footnote-7) |
| *Discuss* | | | |
| 20 mins  *(max. for this section, i.e.,* ***10 mins*** *per section)* | 1. Relate the game to real life situations and current affairs using selected game cards in no more than **20 minutes**. (Teachers can decide which game cards to go through, and in what detail, or consider choosing about **two** out of four sections in this part.)    * Use the selected cards as case studies to help students understand that terrorists can strike in various ways.    * Use the prompts and questions below for the discussion. | * To help cadets understand that Singapore’s peace and security should not be taken for granted. * To help cadets appreciate the complex threats facing Singapore, the need for trade-offs, and the impact of everyday decisions on the fight against terrorism. * To help cadets recognise that simple yet concrete actions can help our family and friends be more prepared for crises. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |
|  | **SECTION ONE: MILITARY & CIVIL DEFENCE: MULTIPLE TERRORIST ATTACKS** *(10 mins)*     1. [Slide 10] The scenario described in this Crisis card is based on a real-life incident. 2. On 13 November 2015, Paris suffered multiple attacks in restaurants, a sports stadium and a concert hall, which claimed the lives of more than 120 victims. 3. [Slide 11] **What can we do to prepare ourselves for an incident like this?** 4. Ask cadets to look through their Action cards and respond to the question you have asked. Some examples of Action cards and responses that cadets may provide:   “**NSmen on Guard**”     * + Our security agencies will be on high alert and trained to respond to such large-scale terror attacks. We can also do our part by supporting our National Servicemen who are mobilised to protect us during this period.   “**Alert Community**”     * + We can pay attention to our surroundings and notify the police if we notice suspicious behaviour or items.   “**Neighbourhood Watch**”     * + We can volunteer in programmes such as Citizens on Patrol, and work together to keep a lookout for suspicious activities in our neighbourhood.  1. **What are some ways in which we can respond when an incident like this occurs?** 2. These are examples of Action cards and responses that cadets may provide:   “**Prepared for Crisis**”     * + We can attend first aid and emergency preparedness programmes to learn what we can do to take care of our family, friends and those around us.   “**Show of Solidarity**”     * + We should avoid stereotyping, blaming and discriminating against the racial and religious groups to which terrorists belong.   + Instead, we could rally behind these groups, e.g., acknowledge that the actions of these lone wolves are standalone and not representative of the larger group they belong to.   “**Galvanised People**”     * + We could show our unity through ground-up movements and expressions of solidarity on social media.  1. **How can we recover from this in the long term?** 2. You should encourage cadets to look through their Action cards. These are examples of Action cards and responses that they may provide:   “**Strong Resolve**”     * + We should remain united and determined to overcome the crisis.   ***Conclusion of Section***   1. [Slide 12] Terrorism is a real and present danger. It is not a matter of if, but when, an attack will occur. And we need to support our National Servicemen when they are called up for training or operations to keep us safe and secure. | * This question is meant for cadets to think about what they can do to help prevent a crisis like this. * This question is meant for cadets to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. * This question is meant for cadets to think about the impact on our society and what we need to do to bounce back. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |
|  | **SECTION TWO: ECONOMIC DEFENCE: CYBER-ATTACK** *(10 mins)*     1. [Slide 13] The scenario described in this Crisis card is based on a real-life incident. 2. In 2016, hackers disrupted access to popular websites like Amazon, Twitter and Spotify in the US and Western Europe. 3. [Slide 14] **What can we do to prepare ourselves for an incident like this?** 4. Ask cadets to look through their Action cards and respond to the question you have asked. Some examples of Action cards and responses they may provide:   “**Business Resilience**”     * + Employers can train their employees to respond appropriately when cyber-attacks occur. For instance, employers can send their employees to attend cybersecurity courses and also emphasise the importance of good cyber practices.   “**Cybersecurity**”     * + We can start taking personal responsibility by developing a deeper awareness and understanding of the cyber-threats around us, equipping ourselves with the right cybersecurity knowledge and most importantly, taking action to secure our devices and connections.   ***Conclusion of Section***   1. [Slide 15] Terrorists can carry out cyber-attacks that could cause significant damage to our economy and disruptions to our daily lives. We can play our part by adopting good cybersecurity practices. | * This question is meant for cadets to think about how they can be vigilant and alert. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |
|  | **SECTION THREE: SOCIAL DEFENCE: LONE WOLF TERRORIST ATTACK** *(10 mins)*     1. [Slide 16] The scenario described in this Crisis card is based on a real-life incident. 2. During a fireworks display in Nice, France, to mark Bastille Day (14 July 2016), a Frenchman drove a truck through the large crowd, killing about 84 people. On 19 December 2016, a Tunisian hijacked a truck and rammed it into a Christmas market in Berlin, Germany, killing 12 people and injuring 48. 3. [Slide 17] **What can we do to prepare ourselves for an incident like this?** 4. Ask cadets to look through their Action cards and respond to the question you have asked. Some examples of Action cards and responses they may provide:   “**Alert Community**”     * + We can pay attention to our surroundings and notify the authorities if we see anything suspicious.   “**Neighbourliness**”     * + We can make an effort to get to know our neighbours and recognise those who stay in our neighbourhood.   “**Prepared for Crisis**”     * + We can attend first aid and emergency preparedness programmes to learn what we can do to take care of our family, friends and those around us. We should also know what to do to keep safe and help others in a crisis – ‘Run, Hide, Tell’ and ‘Press, Tie, Tell’.   + Employers can train their employees to respond appropriately when cyber-attacks occur. For instance, employers can send their employees to attend cybersecurity courses and also emphasise the importance of good cyber practices.  1. [Slide 17] **What are some ways in which we can respond when an incident like this occurs?** 2. These are examples of Action cards and responses that cadets may provide:   “**Show of Solidarity**”     * + We should avoid stereotyping, blaming and discriminating against the racial and religious groups to which terrorists belong.   + Instead, we could rally behind these groups, e.g., acknowledge that the actions of these lone wolves are standalone and not representative of the larger group they belong to.  1. [Slide 17] **How can we recover from this in the long term?** 2. You should encourage cadets to look through their Action cards. These are examples of Action cards and responses they may provide:   “**Strong Resolve**”     * + We should remain united and determined to overcome the crisis.   “**Galvanised People**”     * + We could show our unity through ground-up movements and expressions of solidarity on social media.   ***Conclusion of Section***   1. [Slide 18] There is an increasing number of self-radicalised individuals who attack everyday venues using ordinary objects. Our security agencies cannot be everywhere all the time, so we need to play our part by staying vigilant and keeping a lookout for suspicious characters and activities. | * This question is meant for cadets to think about how they can be vigilant and alert. * This question is meant for cadets to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. * This question is meant for cadets to think about the impact on our society and what we need to do to bounce back. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |
|  | **SECTION FOUR: PSYCHOLOGICAL DEFENCE: FEAR MONGERING** *(10 mins)*     1. [Slide 19] The scenario described in this Crisis card is based on a real-life incident. 2. In December 2016, police cautioned the public against spreading a text message circulating on WhatsApp containing rumours about potential attacks in popular shopping areas such as Orchard Road. This incited unnecessary fear and public alarm. 3. [Slide 20] **What can we do to prepare ourselves for an incident like this?** 4. Ask cadets to look through their Action cards and respond to the question you have asked. Some examples of Action cards and responses they may provide:   “**Cultural Exchanges**”     * + We can make friends with people from different cultures and religions, and make it a point to learn more about different customs and practices.   “**Neighbourliness**”     * + We can make an effort to get to know our neighbours and recognise those who stay in our neighbourhood.  1. [Slide 20] **What are some ways in which we can respond when an incident like this occurs?** 2. These are examples of Action cards and responses that cadets may provide:   “**Show of Solidarity**”     * + If we witness people of a particular racial or religious group being victimised, we can alert the authorities and try to help the people involved. We should avoid stereotyping particular racial and religious groups, to prevent the issue from blowing out of proportion or fanning hatred between racial and religious groups.  1. Other points that may be raised:    * We can ensure that we rely only on credible online sources instead of reading tabloid newsrooms and forums that might encourage unnecessary fear.    * We can be mindful of our social media actions and not share posts or videos that encourage violence and hostility. 2. [Slide 20] **How can we recover from this in the long term?** 3. You should encourage cadets to look through their Action cards. These are examples of Action cards and responses they may provide:   “**Strong Resolve**”     * + We should remain united and determined to overcome the crisis. In a multi-racial and multi-religious society like Singapore, we have to protect and strengthen our bonds, and not allow mistrust to be sown among our communities.   ***Conclusion of Section***   1. [Slide 21] Do not believe everything you read online. Check your facts and think about the implications of your actions before sharing. We can play our part by strongly rejecting messages that seek to incite hatred or discrimination against our fellow Singaporeans. | * This question is meant for cadets to consider their personal experiences of inter-racial and inter-religious friendships. * This question is meant for cadets to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. * This question is meant for cadets to think about who would be affected by such an incident, and how to remain united. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |
| *Conclusion* | | | |
| 5 mins | 1. [Slide 22] Through the game, you have learnt that **we are facing increasingly complex threats, which means that we cannot take our peace and security for granted**. 2. [Slide 23] There are **trade-offs** and **consequences for our actions**. 3. [Slide 24] **Everyone has a role to play, not just our security forces.** 4. [Slide 25] And in conclusion, **there are many things we can do to put Total Defence into action**. 5. Thank cadets for their participation and attention. | * To conclude the entire session and to remind cadets why they are playing this game. | * Bronze Activity B, “GOTC Debrief Presentation”, PPT slides (same as above) |

# Activity C: Design and Share an Original “Guardians of the City” “Action” Card

[Estimated time required: 30 minutes]

***Note: Before executing Activity C, teachers should request for blank “Guardians of the City” (GOTC) Action cards (see Figure 2) from their respective HQUG.***

If possible, this activity should be carried out immediately after the “Reflections and Conclusion” part of Activity B. In this activity, cadets are required to (1) choose a “Crisis”[[8]](#footnote-8) from the GOTC card deck; (2) think of an individual or community-level response to the crisis; (3) design an original “Action” card, including the flavour text, and (4) share their original “Action” card with their peer(s).

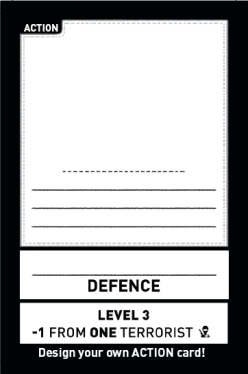


Figure 2. Sample blank “Action” card

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| *Introduction* | | | |
| 5 mins | 1. [Slide 2] Introduce the activity. | * To allow the cadets to understand the activity. | * A few decks of GOTC cards (for sharing) * Blank GOTC “Action” cards * Bronze Activity C, “My Action Card”, PPT slides[[9]](#footnote-9) |
| *Filling in the blank card* | | | |
| 15 mins | 1. [Slide 3] To instruct cadets to take 2 minutes to think about which “Crisis” (i.e., the national threat/challenge) they would like to focus on.      * 1. **Take a look at the GOTC “Crisis” cards. Which one would you like to respond to?**  1. [Slide 4] To instruct cadets to take additional 3 minutes to think about how an individual or the community could respond to their chosen crisis. Cadets are free to discuss in pairs and refer to the existing GOTC “Action” cards to figure this out. (The suggested action for their blank card should be original – not duplicate any on Slide 4.)    1. **How can individuals or the community better prepare for or respond to this crisis?** 2. [Slide 5] To give cadets another 10 minutes to design and write the flavour text for the blank card. | * To get a sense of their understanding of existing threats or challenges. * To have cadets reflect on their identified crisis and suggest appropriate responses they could take in a crisis. | * A few decks of GOTC cards (for sharing) * Blank GOTC “Action cards * Bronze Activity C, “GOTC Blank Action Card”, PPT slides (same as above) |
| *Closing* | | | |
| 10 mins | 1. [Slide 6] To have cadets turn to the person sitting beside him/her to share their completed “Action” card and the following:    1. Why they chose to respond to this crisis;    2. Why this action was suggested;    3. If they are doing this action; and    4. What could make them better at performing this action or do it more often. 2. To also have one cadet share his or her original “Action” cards with all their peers. 3. To have cadets submit photographs of the completed “Action” cards. (Teachers are strongly encouraged to collate the responses and return them to Nexus[[10]](#footnote-10) so that some cards can be featured on our platforms.) | * Through reflection, sharing, and hearing their peers’ sharing, be more informed and inspired to take action in response to threats and challenges. | * Visualiser (if available) * Completed GOTC Action cards |

1. Or equivalent. The alternative game or activity should bring across similar learning points about our threat environment and actions that students can take to respond to it. [↑](#footnote-ref-1)
2. Tensions in the Persian Gulf flared after the state-run *Qatar News Agency* reported on 23 May 2017 remarks falsely attributed to Qatar’s Emir that appeared friendly to countries and organisations like Iran, Israel, the Muslim Brotherhood and Hamas. Regional media based in Saudi Arabia and United Arab Emirates also published articles accusing Qatar of being a threat to regional stability. According to US intelligence officials, the UAE orchestrated the hacking of Qatari government news and social media sites to post falsely attributed quotes. [↑](#footnote-ref-2)
3. See **Bronze\_ActA\_TD Recap.pptx**. [↑](#footnote-ref-3)
4. See **Bronze\_ActA\_TD Recap.pptx**. [↑](#footnote-ref-4)
5. See **Bronze\_ActA\_TD Puzzle\_H1.pdf**. [↑](#footnote-ref-5)
6. Ahead of the conduct of the session, teachers/senior cadets can also refer to the GOTC Game Resource Kit for more information at **Bronze\_ActB\_GOTC\_Game Resource Kit.pdf**. [↑](#footnote-ref-6)
7. See **Bronze\_ActB\_GOTC Debrief Presentation.pptx**. [↑](#footnote-ref-7)
8. Refer to Pages 22 to 23 in the **“Guardians of the City” Game Resource Kit** for a list of all “Crisis” cards. [↑](#footnote-ref-8)
9. See **Bronze\_ActC\_GOTC Blank Card.pptx**. [↑](#footnote-ref-9)
10. Via [nexus@defence.gov.sg](mailto:nexus@defence.gov.sg). [↑](#footnote-ref-10)