**Total Defence Programme for UGs**

**Gold Badge**



**Resource Package for Facilitators**

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# Background of the Total Defence Programme for Uniformed Groups

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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 Gold Level

|  |  |
| --- | --- |
| **Title** | Gold |
| **Profile of Cadets** | Cadets should have completed the Bronze and Silver levels of the TD Programme for UGs. |
| **Desired Outcomes** | By the end of the Gold level, cadets should:   1. Appreciate the complexity of at least one challenge/threat that Singapore is facing, and how individuals, the community, and the government can play a part in TD to deal with it. 2. Apply. Be able to demonstrate their appreciation of TD by either designing a meaningful TD lesson or VIA project that addresses a challenge/threat Singapore faces. 3. Advocate. Have the confidence to actively play their part in and advocate for TD among their peers and/or in the community through the Lesson or Project. |
| **Key Understanding** | 1. TD is a national framework for an all-round response to threats and challenges that Singapore faces on all fronts. 2. Cadets, as youth leaders, can take the lead to play a part in TD. |
| **Overview of Activities**  *(Choose 1 of 2)* | 1. Design and Conduct a Total Defence Lesson   *or*   1. Initiate, Plan, and Execute a Total Defence-related Values in Action project |

Depending on the preference and comfort level of the cadets, they are free to complete either the (1) TD Lesson Activity **or** the (2) TD-related VIA project.

# Awarding the Gold Badge

Upon the cadet’s satisfactory completion of Activity 1 or 2 of the Gold level of the TD Programme for UGs, it is strongly recommended that teachers award the Gold Badge to your cadets formally.

# Activity 1: Design and Conduct a Total Defence Lesson

This is **one of two** activities cadets can opt to complete to attain the Gold Badge.

For this activity, cadets are required to design and conduct a **30-minute** TD lesson for their junior cadets, their peers, and/or even the community. Cadets are encouraged to tap on their understanding of, experience and personal convictions in Total Defence and creativity to share a Total Defence-related topic[[1]](#footnote-1)with their chosen audience.

There are four parts to this activity:

1. Pre-Total Defence Lesson Brief (by teachers; 10 mins);
2. Design of the Total Defence Lesson;
3. Conduct of the Total Defence Lesson; and
4. Post-Total Defence Lesson Reflection.

**Part I: Pre-Total Defence Lesson Brief**

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| 10 mins | 1. Using the provided slides and Handout, “Are our Blue Skies Turning Grey?”, brief cadets on the possible topics and outline for their Total Defence lesson (i.e., scope of content to cover). 2. Assure cadets that their lesson when executed can take various forms, but should last minimally 30 minutes. 3. Suggest that in cadets’ research, they refer to:    1. Materials from the Bronze and Silver levels and the Total Defence website at totaldefence.sg for Total Defence narratives and actions.    2. Articles, books, etc. to learn more about the possible focus areas. | * To set the expectations for this activity. * To provide guidance for cadets. | * Gold Activity 1, “Are our Blue Skies Turning Grey” Handout[[2]](#footnote-2) * Gold Activity 1, “Are our Blue Skies Turning Grey” PPT deck[[3]](#footnote-3) |

**Parts II & III: Design and Conduct of the Total Defence Lesson**

Cadets should design the lesson in their own free time. Cadets are encouraged to refer to materials from the Bronze and Silver levels and the Total Defence website at totaldefence.sg. Research using articles and books on the chosen focus area is strongly recommended.

It is up to the teacher and cadet when the Total Defence Lesson for the cadet’s chosen target audience should be conducted. Teachers can also consider having cadets teach junior cadets aiming to get the Silver Badge, if appropriate.

Teachers are encouraged to send photos or copies of cadets’ good Total Defence Lesson materials to Nexus[[4]](#footnote-4). Some materials could be featured on our platforms.

**Part IV: Post-Lesson Reflection**

Depending on the teacher, cadets can complete the Post-Total Defence Lesson Reflection either face-to-face in a separate session, e.g., through a presentation, or via the Post-Total Defence Lesson Reflections Sheet[[5]](#footnote-5).

# Activity 2: Initiate, Plan, and Execute a Total Defence-related Values in Action Project

This activity allows cadets to demonstrate their understanding of Total Defence, social responsibility, and is a platform for them to make meaningful contributions to the community in a Total Defence-related Values in Action (VIA) project. The project should target the wider community, and be initiated, planned, and executed by cadets in small groups.

Cadets who have initiated, planned, and executed Total Defence-related VIA projects with their class or Uniformed Group through other programmes/initiatives (e.g., SGSecure’s “*Keep Singapore Safe*” programme) can move straight to the post-project reflections part of the activity.

**Part I: Pre-Project Brief**

In the planning of a Total Defence-related VIA project for this activity, cadets should consider:

1. The needs of the community, and
2. How the project could contribute to Total Defence.

**Part II: Post-Project Reflection**

To complete this activity, after the execution of the VIA project, cadets are required to complete a Post-execution Reflection Worksheet[[6]](#footnote-6). Teachers are encouraged to have a classroom session where cadets are allowed to share their project and reflections.

1. See **Annex A** for the resources for the cadet-conducted TD lesson. [↑](#footnote-ref-1)
2. See **Gold\_Act1\_H1\_Are Our Blue Skies Turning Grey.docx**. [↑](#footnote-ref-2)
3. See **Gold\_Act1\_Are Our Blues Skies Turning Grey.pptx**. [↑](#footnote-ref-3)
4. Via [nexus@defence.gov.sg](mailto:nexus@defence.gov.sg). [↑](#footnote-ref-4)
5. See **Gold\_Act1\_W1\_ Post-TD Lesson Reflections.docx**. [↑](#footnote-ref-5)
6. See **Gold\_Act2\_W1\_Post-Project Reflections.docx**. [↑](#footnote-ref-6)