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| Name: |  |  |  |  |
| UG: |  |  | Level: |  |
| School: |  |  | Date: |  |

**Handout: “Are our Blue Skies Turning Grey?”**

To design your 30-minute long Total Defence lesson, you are encouraged to tap on your understanding of, experience and personal convictions in Total Defence to share with your chosen audience on a Total Defence-related focus area.

For more information on the threats and challenges Singapore is facing, and how individuals, the community, and the government could respond, you can refer to:

1. The Total Defence Website at totaldefence.sg;
2. The “We Are Total Defence” Facebook page; and
3. The materials in the Bronze and Silver levels of the Total Defence Programme for Uniformed Groups.

You are encouraged to focus on one challenge or threat that Singapore is facing that you are very interested in. You can also refer to the table below for a non-exhaustive list of challenges or threats you can focus on, and the content areas you should cover in your Total Defence Lesson:

| **Possible Challenges/Threats** | **Suggested Key Content Areas to Cover** |
| --- | --- |
| Conventional War | 1. Introduction:    * Total Defence provides an all-rounded response to threats and challenges Singapore faces 2. One challenge or threat Singapore faces. 3. Our response in Total Defence to #2 by:    * Individuals    * The community,    * The government. 4. Application:    * How can cadets – in your capacity as a youth leader – lead the community and play a part in Total Defence to deal with #2. 5. Conclusion – do end on a positive note:    * Total Defence has helped the people of Singapore tide through crises in the past. We are confident that if we continue to stand together and play our part, we can deal with any threat or challenge that comes our way. Together, we can keep Singapore strong. |
| Terrorism   * Terrorist attacks * Terrorist attacks with everyday items * Lone-wolf attacks * Self-radicalisation |
| Information/Influence Campaigns[[1]](#footnote-1)   * Information campaign[[2]](#footnote-2) * Influence campaign[[3]](#footnote-3) * Deliberate online falsehoods / Fake news |
| Cyber-attacks   * Cyber-attacks * Cyber-terrorism |
| Economic Challenges   * Disruptive technologies * Structural unemployment * Shrinking workforce * Economic stagnation * Water security * Food security |
| Pandemics |
| Others   * Ageing population * Weakening sense of national identity * Weakening social cohesion |

Good luck with your research and lesson!

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1. For more information on Information/Influence campaigns you could refer to the “Deliberate Online Falsehoods: Challenges and Implications” Green Paper by the Ministry of Communications and Information and the Ministry of Law. [↑](#footnote-ref-1)
2. E.g., in the case of the Qatar blockade, 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. E.g., the Office of the Director of National Intelligence’s report on Russia’s interference in the US Presidential Elections, which drew on intelligence gathered by the FBI, CIA, and NSA, concluded with “highest confidence” that Russia had carried out an influence campaign aimed at the US Presidential Election. The report said that “Russia’s goals were to undermine faith in the US democratic process, denigrate Secretary Clinton, and harm her electability and potential presidency.” [↑](#footnote-ref-3)