**Total Defence Programme for UGs**

**Silver Badge**



**“Guardians of the City” Facilitation Plan for Cadets**

**Activity B: Teach/Facilitate the “*Guardians of the City*” Total Defence Strategy Card Game**

After the brief by your teacher, there are two parts to this activity:

1. **Your facilitation of the “Guardians of the City” (GOTC) Total Defence strategy card game**. Using the facilitation plan below, you can opt to either:
   1. **Teach and facilitat**e at least a pair of schoolmates, friends, or family to play the GOTC card game; or
   2. **Assist in the facilitation** of at least a pair of schoolmates at a GOTC gameplay session.

The GOTC game facilitated should last minimally **60 minutes**.

1. **A post-facilitation reflection**. Following your facilitation of the GOTC game, you should take about **10 minutes** to complete the suggested reflection questions in the provided worksheet[[1]](#footnote-1).

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| *Introduction and Video* | | | |
| 5 mins | 1. Tell your juniors that you will be teaching them how to play “*Guardians of the City*”, an exciting **Total Defence strategy card game**. 2. Tell your juniors 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 your juniors to understand the activity. * To allow your students to learn how to play the game. | * A video that introduces and explains “*Guardians of the City*”: bit.ly/playGOTC. |
| *It’s Time to Play!* | | | |
| 20 mins | 1. Ask your juniors to get into groups of four.    1. Each group will have **two teams with two players on each team.** 2. Announce that they have 20 minutes to play the game. 3. Tell your juniors to have fun playing the game! 4. 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 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 juniors to have hands-on experience playing the game. | * Decks of GOTC cards for every table. |
| *Reflect* | | | |
| 10 mins | 1. **Tell them to put their cards down** – it is time to reflect on the game they have just played. 2. [Slide 3] During the next 10 minutes, you will ask them to **reflect on some questions** and get some of them to **share their views on how the game went**. You could ask them some of the questions:    1. **Was it difficult to assign the National Effort levels?**    2. **How prepared were you for crises?**    3. **Did your strategies change after you got hit?**    4. **What did you learn from the gameplay?** | * To allow them to reflect on their actions during the game. * This question will allow your juniors to learn about “trade-offs”. * This question is meant for your juniors to realise that crises can happen any time – we have to be prepared! * This question is meant for your juniors to realise the importance of being resilient in the face of crises. * This question helps your juniors reflect on other strategies they could have adopted. | * GOTC Debrief Presentation PTT slides[[2]](#footnote-2) |
| *Discuss* | | | |
| 10 mins | 1. Relate the game to real life situations and current affairs using selected game cards. 2. Use the selected cards as case studies to help your juniors understand that terrorists can strike in various ways. Through discussing these scenarios, your juniors would understand how they can better prepare for, respond to and recover from these crises. Use these prompts and questions for the discussion.   **MILITARY & CIVIL DEFENCE: MULTIPLE TERRORIST ATTACKS**     1. [Slide 4] The scenario described in this Crisis card is based on a real-life incident.    1. 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. 2. [Slide 5] **What can we do to prepare ourselves for an incident like this?** 3. Ask your juniors to look through their Action cards and respond to the question you have asked. Some examples of Action cards and responses that your juniors may provide:   “**NSmen on Guard**”     * 1. 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**”     * 1. We can pay attention to our surroundings and notify the police if we notice suspicious behaviour or items.   “**Neighbourhood Watch**”     * 1. 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. You should encourage your juniors to look through their Action cards. These are examples of Action cards and responses that participants may provide:   “**Prepared for Crisis**”     * 1. 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**”     * 1. We should avoid stereotyping, blaming and discriminating against the racial and religious groups to which terrorists belong.   2. 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**”     * 1. 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 your juniors to look through their Action cards. These are examples of Action cards and responses that participants may provide:   “**Strong Resolve**”     * 1. We should remain united and determined to overcome the crisis. | * To help your juniors understand that Singapore’s peace and security should not be taken for granted; * Appreciate the complex threats facing Singapore, the need for trade-offs, and the impact of everyday decisions on the fight against terrorism. * Recognise that simple yet concrete actions can help our family and friends be more prepared for crises. * This question is meant for your juniors to think about what they can do to help prevent a crisis like this. * This question is meant for your juniors to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. * This question is meant for your juniors to think about the impact on our society and what we need to do to bounce back. | * GOTC Debrief Presentation PPT slides (same as above) |
| *Thank and End* | | | |
| 5 mins | 1. [Slide 6] 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. 2. [Slide 7] And through the game, you have learnt that **we are facing increasingly complex threats, which means we cannot take our peace and security for granted**. 3. [Slide 8] There are **trade-offs** and **consequences for our actions**. 4. [Slide 9] **Everyone has a role to play, not just our security forces.** 5. [Slide 10] And in conclusion, **there are many things we can do to put Total Defence into action**. 6. Thank your juniors for their attention. 7. The lesson is complete! | * To conclude the entire session and to remind your juniors of why they are playing this game. | * GOTC Debrief Presentation PPT slides (same as above) |

1. See **Silver\_ActB\_W1\_Post-GOTC Facilitation Reflections.docx**. [↑](#footnote-ref-1)
2. See **Silver\_ActB\_GOTC Debrief Presentation.pptx**. [↑](#footnote-ref-2)