**Total Defence Programme for UGs**

**Silver Badge**



**Resource Package for Facilitators**

Contents

[Background of the Total Defence Programme for Uniformed Groups 3](#_Toc503787863)

[Learning Objectives of the Total Defence Programme for Uniformed Groups 4](#_Toc503787864)

[Overview of the Total Defence Programme for Uniformed Groups 5](#_Toc503787865)

[Overview of the Silver Level 7](#_Toc503787866)

[Awarding the Silver Badge 8](#_Toc503787867)

[Activity A: Total Defence Lesson: “Singapore, my Home to Defend” 9](#_Toc503787868)

[Activity B: Teach/Facilitate the “*Guardians of the City*” Total Defence Strategy Card Game 21](#_Toc503787869)

[Activity C: Total Defence Quiz 23](#_Toc503787870)

Annex A: [CAtegorised list of our national threats and challenges A-1](#_Toc503787871)

Annex B: [“I will…” pledge card template B-1](#_Toc503787872)

# Background of the Total Defence Programme for Uniformed Groups

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| --- | --- | --- | --- | --- |
| 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. |

Teachers are encouraged to customise the activities to meet the needs of your cadets. The activities are meant as suggestions, and may be taken as starting points for creating your own activities.

# Overview of the Silver Level

|  |  |
| --- | --- |
| **Title** | Silver |
| **Profile of Cadets** | Cadets attempting the Silver level should have completed the Bronze level of the TD Programme for UGs. |
| **Desired Outcomes** | By the end of the Silver level, cadets should:   1. Appreciate. Understand that they have an important part to play in TD, in preparation and response to the increasingly diverse and complex threats and challenges in our world today; 2. Apply. Resolve to play their part to keep Singapore safe, secure, and sovereign through simple everyday actions or participating in TD-related programmes; and 3. Advocate. Start to actively play their part in and/or advocate for TD, such as by teaching/facilitating the GOTC card game. |
| **Key Understanding** | 1. Singapore is home and we should do all we can to preserve our way of life. 2. Singapore faces increasingly diverse and complex threats and challenges and the whole of society (government, communities, and individuals) needs to overcome these together by putting TD into action. 3. Everyone can play a part in TD; UG cadets can do more by encouraging others to keep Singapore strong, secure, and cohesive. |
| **Recommended Duration** | 180 mins |
| **Overview of Activities** | 1. Total Defence Lesson: “*Singapore, my Home to Defend*” 2. Teach/Facilitate the “*Guardians of the City*” (GOTC) Total Defence strategy card game[[1]](#footnote-1)    1. Game Facilitation    2. Post-Facilitation Reflection 3. Total Defence Quiz |

# Awarding the Silver Badge

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

# Activity A: Total Defence Lesson: “Singapore, my Home to Defend”

[Estimated time required: 60 minutes]

The current global environment is becoming more uncertain and complex. This interactive activity, “Singapore, my Home to Defend”, hopes to help cadets better understand (1) the changing global context and (2) that we will be able to rise up in the face of adversity, and (3) contribute meaningfully to keeping Singapore strong through Total Defence.

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| *Introduction* | | | |
| 5 mins | 1. Distribute post-its or have cadets take out their writing materials. 2. Have cadets write down on their post-its:    1. **[Slide 2]** In 1 minute, what is their favourite thing about Singapore; and    2. **[Slide 3]** In 1 minute, what do they look forward to the most in the future of Singapore. | * To help cadets reflect and appreciate the unique aspects of the Singapore society and have them picture an exciting future they can look forward to and want to defend. | * Post-its/note papers * Silver Activity A, “Singapore, my Home to Defend”, PPT slides[[2]](#footnote-2) |
| *“Do we have a problem?”* | | | |
| 15 mins | 1. **[Slide 4]** Using the words on the key words on the slide as scaffolding, teachers are to ask cadets:    1. “What are the challenges and threats Singapore faces today?”    2. Teachers are to write cadets’ responses on the board/visualiser. Teachers are also strongly encouraged to familiarise themselves with a list of possible responses in **Annex A**. | * To get a sense of whether the cadets are able to identity the key national challenges and threats. | * Silver Activity A, “Singapore, my Home to Defend”, PPT slides (same as above) [[3]](#footnote-3) * Whiteboard/visualiser |
| *Total Defence Brief and Conclusion* | | | |
| 10 mins | 1. **[Slide 6]** Teachers are to provide a short brief on the changing threat landscape in Singapore using Slides 6 and 7.      * 1. Singapore is facing a wider range of security threats and challenges.   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[[4]](#footnote-4), there was initially a “war of words” sparked off by wrongly attributed comments and fake news saying that Qatar supported terrorism), and cyber-attacks.      1. For instance, a cyber-attack can access and disrupt our systems across different sectors (e.g., healthcare, financial, utility, communications).      2. Singapore is more vulnerable to cyber-attacks as we are a very connected city, heavily reliant on Information Communication Technology (ICT) and cyberspace. A single unsecured device could be the entry point for a massive attack.      3. Hence, each of must also take our own precautions by adopting good cybersecurity practices.   3. The threats we face today are **complex and multi-faceted**. They are also increasingly **targeted at hearts and minds**, aimed at breaking social unity and unsettling commitment to the nation.      1. Therefore, every individual’s will and ability to resist such attempts is crucial.   4. It now **takes more than security authorities alone to deal with these new challenges**. While our security agencies are working hard to address the threats, they cannot be everywhere all the time.   5. Overcoming these security threats **requires all sectors of society to work togethe**r.  1. **[Slide 6] Our Non-Security Challenges**    1. There are also **non-security challenges** like economic stagnation, technological disruption, structural unemployment, demographic changes resulting from ageing population, haze, and pandemics.    2. For instance, new technologies and shifts in the ways of doing business threaten to “disrupt” industries, even as our workforce is shrinking and greying.       1. Hence, we must be able to adapt and be prepared for the changing global environment to maintain our competitiveness and relevance to the world. 2. **[Slide 7]** Distribute Worksheet: “Do We Have a Problem?” to every cadet. Cadets are to complete the table on Page 1 their worksheets in **three minutes**. 3. **[Slide 8] Total Defence: Our National Response**    1. Teachers can remind cadets that       1. Total Defence was launched in 1984 as a national defence concept to rally all Singaporeans round the SAF should we face a conventional military threat.       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. Everyone has a part to play, especially today, in a volatile, uncertain, complex, and ambiguous (VUCA) world. Now, the role individuals play is more important than ever. 4. **[Slide 9]** Teachers are to conclude the Total Defence Brief by emphasising the important role individuals and the community can play in Total Defence:    1. 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**.    2. Our response could range from **simple everyday actions** to **participating in national programmes** like SGSecure, SG Cares, SkillsFuture, and Workforce Singapore.       1. For instance, SGSecure is a national movement to sensitise, train, and mobilise the community to play a part to prevent and deal with a terrorist attack. It is a way we can put the civil, social, and psychological pillars of Total Defence into action to counter terrorism.       2. We can participate in SGSecure programmes like the neighbour-hood Emergency Preparedness Days or the People’s Asso-ciation’s Community Vigilance Workshops.       3. Some of the simple everyday actions are:          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;          6. And much more. | * To help cadets to understand the current threat environment. * To explain that Total Defence continues to be our best defence and all-round response to the changing threats and challenges. * To emphasise that all Singaporeans have a part to play to protect Singapore and our shared way of life. * To clarify the relationship between other national initiatives and campaigns with Total Defence. | * Silver Activity A, “Singapore, my Home to Defend”, PPT slides (same as above) [[5]](#footnote-5) |
| *“Let’s Take Action!”* | | | |
| 25 mins | 1. **[Slide 10]** Divide cadets into groups of no more than **four**. Cadets are encouraged to discuss within their groups for this part of the activity. 2. **[Slide 11]** Based on the cadets’ earlier responses, teachers/facilitators can    1. Choose a minimum of **two** key national challenges/threats; and    2. Distribute the Handout: “Let’s Take Action!” to each group. 3. [Slides 12 to 16] Cadets are given about **10 minutes** in total for this group-based activity. Cadets, in groups, should use Pages 2 and 3 of Worksheet: “Do We Have a Problem?” and Handout: “Let’s Take Action!”. Teachers should    1. **[Slide 12]** In three minutes, using the handout, identify some ways individuals, the community, and the government can **prepare for** or **respond to** Challenge 1.    2. **[Slide 13]** In two minutes, from the identified Total Defence actions, cadets are to **pick the** **top actions** by individuals, the community, and the government (1 each) to prepare for or respond to Challenge 1.    3. **[Slide 14]** In three minutes, identify some ways individuals, the community, and the government can **prepare for** or **respond to** Challenge 2.    4. **[Slide 15]** In two minutes, from the identified Total Defence actions, cadets are to **pick the top action** by individuals, the community, and the government (1 each) to prepare for or respond to Challenge 2.    5. **[Slide 16]** In **5 minutes**, cadets are to share within their groups:       1. Their top Total Defence actions for the **two** different challenges/threats, and       2. The reasons behind their choices. 4. Have **two** cadets from different groups share:    1. Their top Total Defence actions for the **two** different the challenges/threats, and    2. The reasons behind their choices. | * To allow for discussion and collaboration. * To increase the cadets’ awareness of various Total Defence actions they can take in response to national challenges and threats. * To have cadets assess the relevance and usefulness of each Total Defence action. * To help cadets understand that individuals and the community have many parts to play to keep Singapore strong. | * Silver Activity A, “Singapore, my Home to Defend”, PPT slides (same as above) [[6]](#footnote-6) * Silver Activity A Handout: “Let’s Take Action!”[[7]](#footnote-7) |
| *Exit activity* | | | |
| 5 mins | 1. **[Slide 17] My Responsibility**    1. Teachers are to round off this activity by handing out “I will…” pledge slips to cadets.    2. Teachers are encouraged to email[[8]](#footnote-8) outstanding responses to Nexus. | * To inspire cadets to take action to keep Singapore strong. | * “I will…” pledge cards[[9]](#footnote-9)/post-its |

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

[Estimated time required: 90 minutes (with the pre-GOTC Facilitation Teacher’s Brief)]

Before cadets attempt the activity, they should be briefed (20 minutes) and given time to familiarise themselves with the suggested facilitation plan and slides developed for cadets. At this pre-GOTC game facilitation by teachers for cadets, teachers/facilitators should provide cadets with the provided reflection worksheet.

Pre-GOTC Game Facilitation Brief by Teachers:

| **Time** | **Activity** | **Rationale** | **Resource(s)** |
| --- | --- | --- | --- |
| 20 mins | 1. Introduce and explain the Activity:    1. What the learning objectives are; and    2. What cadets need to do to successfully complete it. 2. Hand out the GOTC Facilitation Plan for Cadets and the Post-Facilitation Reflections Worksheet. 3. Answer cadets’ questions relating to gameplay, if any. | * To ensure that cadets are aware of what they need to do to complete this activity. | * Resource Package for Cadets (“GOTC Facilitation Plan for Cadets” and Slides)[[10]](#footnote-10) * Silver Activity B Worksheet: Post- “Guardians of the City” Game Facilitation Reflections Sheet[[11]](#footnote-11) |

After the brief by teachers, there are two parts to this activity for cadets:

1. **The cadet’s facilitation of the GOTC Total Defence strategy card game**. Cadets can opt to either: (a) teach and facilitate at least a pair of schoolmates, friends, or family to play the GOTC card game; or (b) assist in the facilitation of gameplay of at least a pair of schoolmates at a GOTC gameplay session. The game should last minimally **60 minutes**.
2. **A post-facilitation reflection**. Following the facilitation of the GOTC card game, cadets should take about **10 minutes** to complete the suggested reflection questions in the provided worksheet.

# Activity C: Total Defence Quiz

[Estimated time required: 30 minutes]

To have cadets complete this MCQ Total Defence Quiz, teachers can either:

1. Have could choose to either have cadets complete the quiz using the provided worksheet[[12]](#footnote-12), or
2. Have cadets complete the Total Defence Quiz online (via [totaldefence.sg](http://totaldefence.sg) or the Student Learning Space *from mid-2018*).

Before attempting the Total Defence Quiz, cadets should have completed Silver Activities A and B. Cadets are also encouraged to take a look at information on the Total Defence website [totaldefence.sg](http://totaldefence.sg).

There are ten questions in the Total Defence Quiz. There is no passing/failing score; cadets are deemed to have completed this activity after attempting this quiz. Hence, teachers are strongly encouraged to go through the answers with the cadets.

Annex A

# CAtegorised list of our national threats and challenges

What are the threats and challenges that can threaten our way of life?

The non-exhaustive list of possible responses and their proposed categories in **Table A-1** below could help in the preparation of Activity A, the Total Defence Lesson: “Singapore, my Home to Defend”.

During Activity A, cadets are expected to share what they think could be the national threats and challenges that Singapore faces (see S/N 3 on page 10). Cadets’ responses should be written down the board/visualiser.

Table A-1: Possible Responses (Categorised)

| **National Threat/Challenge** | **Possible Responses** |
| --- | --- |
| Conventional War | * War * Battle * Military attack |
| Terrorism | * Islamic State in Iraq and Syria (ISIS) * Jemaah Islamiah (JI) * Terrorist attacks * Lone-wolf attacks * Vehicle attacks * Knife attacks * Attacks with everyday items * Self-radicalisation * Racial disharmony * Religious disharmony * Weakening in social cohesion * Rising religiosity * Widening social divide * Returning foreign fighters |
| Information/Influence Campaigns | * Information campaigns * Influence campaigns * Information operations * Deliberate online falsehoods * Fake news * Falsehoods * Disinformation * Rumours * Untruths * Misinformation * Fabricated information/content * Propaganda * Weakening social cohesion * Racial/religious harmony * Fall in public/domestic confidence * Fall in domestic resilience * Fall in domestic trust * Echo chamber |
| Cyber-attacks[[13]](#footnote-13) | * Cyber-attacks * Cyberterrorism * Cyberwarfare * Hacking * Phishing attacks * Malware * Ransomware * Spyware * Malicious software * Virus attacks * Syntactic attacks * Semantic attacks * Distributed Denial-of-Service (DDoS) attacks * Advanced Persistent Threat (APT) |
| Economic Challenges | * Maintaining Singapore’s relevance to the world * Recession * Stagnation * Slow GDP growth * Unemployment * Structural unemployment * Skills mismatch * Labour shortage * Greying workforce * Shrinking workforce * Low productivity * Slow productivity growth * Global downturn/recession * Anti-globalisation sentiments * Stagnation * Automation * Disruptive technologies * New technologies * Economic sanctions * Economic blockades * High cost of labour * High capital cost * Structural changes in the global value chain * Loss of strategic advantage * Loss of economic advantage * Competition from neighbouring states * Competition from China |
| Pandemics | * Pandemic * Epidemic * Outbreak * Zika * Severe Acute Respiratory Syndrome (SARS) * Middle East Respiratory Syndrome (MERS) * Bird flu * H1N1/H5N1 |
| Others | * Haze * Weakening sense of national identity * Relationship with our regional neighbours * Shifting global order * Tension and conflict in the South China Sea * Geopolitical situation in the world |

Annex B

# “I will…” pledge card template

As the exit activity for the Total Defence Lesson, “*Singapore, my Home to Defend*” (Activity A, S/N 13 on Page 20), cadets are to reflect and submit their pledges of actions they could take to contribute to a stronger Singapore.

You are free to either:

1. Use the template on the next page to prepare enough pledge cards for this activity, or
2. Have cadets return their responses on post-its/note papers.

You are also encouraged to email outstanding responses to [nexus@defence.govsg](mailto:nexus@defence.govsg).

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | *I will…* | |  | | |  | | --- | | *I will…* | |  | | | |  | | --- | | *I will…* | |  | | |  | | --- | | *I will…* | |  | | |

1. Or equivalent. The alternative game or activity should bring across similar learning points about our threat environment and actions that cadets can take to respond to it. [↑](#footnote-ref-1)
2. See **Silver\_ActA\_Singapore my Home to Defend.ppt**. [↑](#footnote-ref-2)
3. See **Silver\_ActA\_Singapore my Home to Defend.ppt**. [↑](#footnote-ref-3)
4. 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-4)
5. See **Silver\_ActA\_Singapore my Home to Defend.ppt**. [↑](#footnote-ref-5)
6. See **Silver\_ActA\_Singapore my Home to Defend.ppt**. [↑](#footnote-ref-6)
7. See **Silver\_ActA\_Lets Take Action\_H1.docx**. Teachers/Facilitators are recommended to print a copy of this for each cadet for reference. [↑](#footnote-ref-7)
8. Via [nexus@defence.gov.sg](mailto:nexus@defence.gov.sg). [↑](#footnote-ref-8)
9. See **Annex B** for the templates for the “I will…” pledge cards. [↑](#footnote-ref-9)
10. See **Silver\_ActB\_H1\_GOTC Facilitation Plan for Cadets.docx** and **Silver\_ActB\_GOTC Debrief Presentation.pptx**. [↑](#footnote-ref-10)
11. See **Silver\_ActB\_W1\_Post-GOTC Facilitation Reflections.docx**. [↑](#footnote-ref-11)
12. See **Silver\_ActC\_TD Quiz.docx**. [↑](#footnote-ref-12)
13. For more information on the cyber threats Singapore faces, teachers can also read the “Singapore Cyber Landscape 2016” report by the Cyber Security Agency of Singapore (available online). [↑](#footnote-ref-13)