

Total Defence Programme for Uniformed Groups
Bronze Badge: Facilitator's Guide

Total Defence Programme for Uniformed Groups & Secondary School Students

Bronze Badge



Resource Package for Facilitators

Total Defence Programme for Uniformed Groups
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Background of the Total Defence Programme for Uniformed Groups

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

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

The refreshed 2022 edition of the programme puts greater emphasis on Emergency Preparedness skills. It also has a more flexible curriculum and incorporates new activities such as an introduction to CPR-AED (as part of PE curriculum), Total Defence lesson via Student Learning Space (SLS), N.E.mation! Story-boarding and CPR-AED certification to create a more meaningful and immersive experience for UG cadets.

The Total Defence 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

In 2020, the Total Defence Achiever Badge for Community Emergency Response Team (CERT) members was launched to increase emergency preparedness and mould advocates for Total Defence in the community. To encourage meaningful contributions for cadets in the community, beyond secondary school, the People's Association Community Emergency and Engagement Committees (PA C2Es) will recognise the Total Defence Badge for Uniformed Groups (UG). Cadets who enrol as CERT members and have completed the various tiers in the TD Badge Programme for UGs, will be eligible to receive the TD Achiever Badge equivalent in the CERT programme.

The Total Defence (Bronze) Programme will also be offered to students beyond UGs. Schools may conduct this badge programme as a cohort experience for Secondary 2 students in general, as part of their Total Defence Day

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commemoration programme. Students (including non-UG) who complete this programme based on the requisites, will receive the Total Defence Bronze Badge from MINDEF/Nexus. Schools may write in directly to nexus@defence.gov.sg to request for the badges.

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Learning Objectives of the Total Defence Programme for Uniformed Groups

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

1. A deeper appreciation of Total Defence and its relevance in today's context.
2. The ability to recognise simple yet concrete Total Defence actions that can help cadets and the people around them better prepare for crises.
3. The ability to advocate for Total Defence by conducting GOTC II lesson for their junior cadets, organising meaningful Total Defence-related Values in Action (VIA) projects or joining volunteer schemes that benefit the community.
4. Emergency prepared skills that enable cadets to aid of members of the community in critical medical emergencies.

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Overview of the Total Defence Programme for Uniformed Groups

| Level | Module | Content/Activity | Instructional Objective(s) |
|-----------------------------|-------------------------|---|--|
| Bronze <i>(120 mins)</i> | TD Awareness Module | A. Complete Lesson on Total Defence via Student Learning Space (SLS) <i>*NEW</i> <i>(30 mins)</i> | 1. To ensure that cadets have a basic level of understanding of Total Defence and its relevance in today's context. |
| | | B. Play "Guardians of the City II" (GOTC II) – the Total Defence card game <i>(60 mins)</i> | 1. To have cadets gain a deeper understanding of Total Defence and its relevance in overcoming Singapore's security threats. 2. Recognise simple, yet concrete Total Defence actions that cadets can help their family and friends be more prepared for crises. |
| | TD Advocacy Module | C. Design, present to peers, and submit a new <i>Action</i> card for the GOTC card game <i>(30 mins)</i> | 1. To have cadets reflect on how they or the community can put Total Defence into action. 2. To have cadets demonstrate their understanding of how the individual/community can put Total Defence into action. |
| | Staying Prepared Module | D. Complete introduction to CPR-AED (as part of Secondary 1 PE curriculum) <i>*NEW</i> | 1. To ensure cadets have a basic level of understanding of Emergency Preparedness (EP) skills. |
| Silver <i>(180 mins)</i> | TD Awareness Module | A. Submit N.E.mation! storyboard <i>*NEW</i> <i>(90 mins)</i> | 1. To demonstrate their understanding of Total Defence narratives and encourage collaboration among fellow cadets. |

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| Level | Module | Content/Activity | Instructional Objective(s) |
|-------|-------------------------|---|---|
| | TD Advocacy Module | <p>B. Teach at least a pair of classmates how to play the GOTC II card game (or equivalent) + Reflection</p> <p style="text-align: center;">Or</p> <p>Assist in the facilitation of gameplay of at least a pair of classmates at a GOTC II gameplay session (or equivalent) + Reflection</p> | <p>2. Through instruction, internalise learning points from the GOTC II 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.</p> |
| Gold | TD Advocacy Module | <p>A. Initiate, plan, and execute a Total Defence-related VIA project that benefits the community at large (individually or in groups) + Reflection</p> <p style="text-align: center;">Or</p> <p>Join Volunteer Schemes approved by Nexus*NEW</p> | <p>1. To demonstrate an appreciation of Total Defence by initiating, planning, and executing a meaningful project that either puts Total Defence into action or provides a platform for others to put Total Defence into action.</p> <p>2. To put Total Defence into action and contribute to the community through volunteerism.</p> |
| | Staying Prepared Module | <p>B. Complete and obtain CPR-AED certification*NEW</p> <p>[Optional - Offered to cadets who volunteer with PA CERT] Complete and Obtain Psychological First Aid certification*NEW</p> | <p>1. Through practical experience, strengthen Emergency Preparedness skills among cadets and build their confidence in reacting to critical medical emergencies in the community.</p> |

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.

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Overview of the Bronze Level

| | |
|-------------------------------|---|
| Title | Bronze |
| Key Understanding | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> A. TD Awareness Module: Complete Lesson on Total Defence via Student Learning Space (SLS) ^{*NEW} B. TD Awareness Module: Play “Guardians of the City II” (GOTC II) – the Total Defence card game C. TD Advocacy Module: Design and share an original GOTC II “<i>Action</i>” card D. Staying Prepared Module: Complete introduction to CPR-AED (as part of Secondary 1 PE curriculum) ^{*NEW} |

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Awarding the Bronze Badge

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

TD Awareness Module: Activity A – Lesson on Total Defence via Student Learning Space

[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) |
|---------|--|---|---|
| 30 mins | 1. Complete Lesson on Total Defence via Student Learning Space (SLS) | <ul style="list-style-type: none"> • To help cadets see the increasing relevance of Total Defence in today's context. • To highlight everyday Total Defence actions and help cadets appreciate the importance of Total Defence and of putting it into action. | <p>The SLS lesson is titled "Total Defence (Bronze) Lesson". Teachers and students can access the lesson via this link: https://go.gov.sg/totaldefencebronze or by scanning the QR code below.</p> <div style="text-align: center;">  <p><small>https://go.gov.sg/totaldefencebronze</small></p> </div> |

TD Awareness Module: Activity B – Play “Guardians of the City” II – the Total Defence Card Game

[Estimated time required: 60 minutes]

Note: Cadets who have already played the “Guardians of the City” II (GOTC) may skip this activity and move on to Activity C.

Teachers (or senior UG cadets) can organise and facilitate a GOTC II game lasting at least 60 minutes for cadets attempting the Bronze level using the lesson plan below and suggested resources¹.

| Time | Activity | Rationale | Resource(s) |
|-------------------------------|---|---|--|
| <i>Introduction and Video</i> | | | |
| 5 mins | <ol style="list-style-type: none"> Tell cadets that you will be teaching them how to play GOTC II. Tell cadets that all they need to know about the game is on the game rules cards within each deck (see below) and the video that you will show them shortly. | <ul style="list-style-type: none"> To allow cadets to understand the activity. To allow cadets to learn how to play the game. | <ul style="list-style-type: none"> A short video (5 mins) that introduces and explains “Guardians of the City”: https://go.gov.sg/gotc-howtoplay |

¹ Ahead of the conduct of the session, teachers/senior cadets can also refer to the GOTC for more information at **Bronze_ActB_GOTCII_Game Resource Kit.pdf**.

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| Time | Activity | Rationale | Resource(s) |
|------|---|-----------|-------------|
| | <p style="text-align: center;">GUARDIANS OF THE CITY II</p> <p style="text-align: center;">- Game Rules -</p> <p>The objective of this game is to remove the <i>Crisis</i> cards by displaying the required <i>Defence</i> cards, while coping with the <i>Event</i> cards that your opponent may play against you.</p> <p>You can play <i>Community Support</i> cards to enhance your <i>Defence</i> cards or reduce the effects of your opponent's <i>Event</i> Cards.</p> <p>You and your opponent will have your own deck of cards - <i>Crisis</i>, <i>Defence</i>, <i>Events</i> and <i>Community Support</i>.</p> <p style="text-align: center;">1/4</p> <p>When it is your turn, pick up 1 card from your Draw Pile and play 1 card from your hand.</p> <p>Play out the instructions displayed on the card. Some effects on the <i>Defence</i> cards require <i>Community Support</i> card(s) to be played first.</p> <p style="text-align: center;">3/4</p> <p>You can hold a maximum of 7 cards in your hand at the end of your turn. Discard any extra card(s) face-up.</p> <p>The first player whose <i>Defence</i> cards displayed match the requirements of one of the <i>Crisis</i> cards wins the game.</p> <p style="text-align: center;">3/4</p> <p style="text-align: center;">2/4</p> <p>Each of you will draw 1 <i>Crisis</i> card randomly from your deck. The player who opens the <i>Crisis</i> card with a higher number displayed will start the game.</p> <p>If the numbers are the same, repeat the process. Place the <i>Crisis</i> card you have drawn face-up in front of you.</p> <p>Thoroughly shuffle your <i>Defence</i>, <i>Events</i> and <i>Community Support</i> cards together. This forms your Draw Pile and should be placed face-down. The player starting the game will draw 4 cards, while the other player will draw 5 cards.</p> <p>Example: The Military Conflict <i>Crisis</i> card requires Military, Civil, Economic, Social and Psychological <i>Defence</i>. The first player that has these <i>Defence</i> cards displayed wins.</p> <p>Once a player runs out of cards in his Draw Pile, the game ends. The player with more <i>Defence</i> cards displayed wins.</p> <p style="text-align: center;">4/4</p> <p style="text-align: center;">DISCARD PILE DRAW PILE CRISIS CARD</p> <p style="text-align: center;">DEFENCE CARD DEFENCE CARD DEFENCE CARD DEFENCE CARD DEFENCE CARD</p> | | |
| 3. | <p>Play this short video that introduces and explains GOTC: https://go.gov.sg/gotc-howtoplay</p> | | |

It's Time to Play!

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| Time | Activity | Rationale | Resource(s) |
|-----------------------------------|--|--|--|
| 20 mins | <p>4. Ask cadets to get into groups of two.</p> <p>5. Announce that they have 20 minutes to play the game.</p> <p>6. While they are playing the game, you should walk around and note down various situations that come up during the game, for example:</p> <p style="margin-left: 40px;">a. How vulnerable <i>Defences</i> are when there is no/weak <i>Community Support</i>.</p> <p style="margin-left: 40px;">b. Lack of preparedness for the effects of the <i>Event</i> cards?</p> | <ul style="list-style-type: none"> • To allow your cadets to have hands-on experience playing the game. | <ul style="list-style-type: none"> • Decks of GOTC II cards for every table |
| <i>Reflections and Conclusion</i> | | | |
| 5 mins | <p>7. Tell cadets to put their cards down – it is time to reflect on the game they have just played.</p> <p>8. During the next 10 minutes, you will ask cadets to reflect on some questions and get some of them to share their views.</p> | <ul style="list-style-type: none"> • To allow cadets to reflect on their actions during the game. • For cadets to realise that events that | <ul style="list-style-type: none"> • GOTC II Debrief PPT Slides |

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| Time | Activity | Rationale | Resource(s) |
|----------------|---|--|-------------|
| | <p>9. Ask them:</p> <ul style="list-style-type: none"> • Why multiple pillars of <i>Defence</i> are required to overcome any one <i>Crisis</i>? • Were you playing a game that focused on building up <i>Defences</i> to overcome specific crisis, or building up an all-round <i>Defence</i> (i.e., all 6 pillars)? • What are the impacts of Event cards on <i>Defence</i> pillars? • How vital was it to play the <i>Community Support</i> cards? • Did you notice that your <i>Defences</i> become vulnerable when you don't have <i>Community Support</i>? | <p>undermine our <i>Defences</i> can happen any time – we have to be prepared!</p> <ul style="list-style-type: none"> • To help cadets reflect on other strategies they could have adopted. | |
| <i>Discuss</i> | | | |

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|--|--|---|--|
| <p>20 mins</p> <p><i>(max. for this section, i.e., 10 mins per section)</i></p> | <p>10. 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 five sections in this part.)</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • To help cadets understand that Singapore's peace and security should not be taken for granted. • To help cadets appreciate the complex threats that Singapore faces. • To help cadets recognise that simple yet concrete actions can help our family and friends be more prepared for crises. | <ul style="list-style-type: none"> • GOTC II Debrief PPT Slides |

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|------|---|-----------|-------------|
| | <p><u>SECTION ONE: PANDEMIC (10 mins)</u></p>  <p>In December 2019, early reports of a mysterious virus were noted in Wuhan, China. The virus was discovered as a strain of a Severe Acute Respiratory Syndrome coronavirus (SARS-CoV-2) and was named COVID-19. In the months that followed, the virus rapidly spread across the globe, infecting millions of individuals. The COVID-19 pandemic brought about stringent social distancing and lockdown measures in countries all over the world. The impact of the pandemic was rampant, crippling economies and livelihoods.</p> <p>As part of the measures to contain the virus in Singapore, circuit breaker</p> | | |

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|------|--|-----------|-------------|
| | <p>was introduced for a period of 8-weeks, which limited the movement of citizens to essential activities. Workplaces were closed, with the exception of essential services, and schools moved to home-based learning. Mask-wearing was also made mandatory in public places.</p> <p>Many businesses were affected by the tightening of restrictions, which caused retrenchment and unemployment.</p> <p>Supermarkets were hit by panic-buying, ridding shelves of everyday necessities.</p> <p>11. What can we do to prepare ourselves for an incident like this? Ask cadets to look through</p> | | |

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| Time | Activity | Rationale | Resource(s) |
|------|--|--|-------------|
| | <div data-bbox="450 280 645 587" data-label="Image"> </div> <div data-bbox="423 630 645 963" data-label="Image"> </div> <p data-bbox="696 280 1216 587"><u>Strong Resolve</u> We can be resilient in the face of hardship and prepare ourselves to take necessary steps in ensuring that our country overcomes the impacts of the pandemic.</p> <p data-bbox="696 630 1216 847"><u>Community Support</u> We could show our unity through ground-up movements and expressions of solidarity on social media.</p> <p data-bbox="409 1023 1216 1240">13. How can we recover from this in the long term? You should encourage cadets to look through their <i>Defence</i> cards. These are examples of <i>Action</i> cards and responses that they may provide:</p> | <ul style="list-style-type: none"> <li data-bbox="1240 991 1574 1289">• This question is meant for cadets to think about the impact on our society and what we need to do to bounce back. | |

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| Time | Activity | Rationale | Resource(s) |
|------|---|-----------|-------------|
| | <div data-bbox="423 284 640 627" data-label="Image"> </div> <p data-bbox="703 284 878 320"><u>Education</u></p> <p data-bbox="703 331 1211 544">We can educate future generations on the importance of personal hygiene and vaccination to better prepare them in the face of a pandemic.</p> <div data-bbox="423 678 640 1021" data-label="Image"> </div> <p data-bbox="703 635 987 671"><u>Skills Upgrading</u></p> <p data-bbox="703 683 1211 1023">We can play our part by retraining, upgrading, keep up with new technologies and new ways of doing things. This will increase our adaptability and employability in to unforeseen circumstances during a pandemic.</p> <p data-bbox="409 1118 775 1155">Conclusion of Section</p> <p data-bbox="409 1209 1211 1374">14. A pandemic is the worldwide outbreak of a new disease. Depending on the severity of the disease, it can have varying levels of disruption on our lives.</p> | | |

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|------|--|-----------|-------------|
| | <p>15. During a pandemic, we need to cooperate with government authorities like the Ministry of Health. By following their instructions and looking out for one another in the community, we can ensure that the disease will be kept contained and spread to as few people as possible.</p> | | |
| | <p><u>SECTION TWO: TERRORIST ATTACK (10 mins)</u></p> <p>In May 2018, a series of bombings targeting religious institutions and the police were carried out by three families in Surabaya, Indonesia.</p>  <p>Singapore has also been cited as a target in publications and videos, and remains a prime target as we are host to a significant foreign presence. In August 2016, authorities foiled a possible terrorist attack by an Islamic State in Iraq and Syria (ISIS)-linked group. The group had planned to launch a rocket</p> | | |

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| Time | Activity | Rationale | Resource(s) |
|------|---|---|-------------|
| | <p>attack against the Marina Bay Sands integrated resort.</p> <p>16. What can we do to prepare ourselves for an incident like this? Ask cadets to look through their <i>Defence</i> cards and respond to the question you have asked. Some examples of <i>Defence</i> cards and responses that cadets may provide:</p> <div style="display: flex; align-items: flex-start; margin-top: 20px;">  <div style="margin-left: 20px;"> <p><u>NSmen on Guard and Increased Security Checks</u></p> <p>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.</p> </div> </div> | <ul style="list-style-type: none"> • This question is meant for cadets to think about what they can do to help prevent a crisis like this. | |

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|------|--|--|-------------|
| | <div data-bbox="439 280 658 963" data-label="Image"> </div> <p data-bbox="703 628 999 663"><u>Alert Community</u></p> <p data-bbox="703 671 1211 1018">We can help counter terrorism by being alert and look out for suspicious persons or activities. Suspicious activity or behaviour can be reported by calling the police at “999”, alerting them via SMS at “71999” and with the use of the SGSecure app.</p> <p data-bbox="412 1066 1211 1238">17. What are some ways in which we can respond when an incident like this occurs? These are examples of Action cards and responses that cadets may provide:</p> | <ul style="list-style-type: none"> <li data-bbox="1240 858 1570 1203">• This question is meant for cadets to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. | |

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|------|---|---|-------------|
| | <p>Show of Solidarity</p> <p>We should avoid stereotyping, blaming and discriminating against the racial and religious groups to which terrorists belong.</p> <p>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.</p> <p>18. How can we recover from this in the long term? You should encourage cadets to look through their <i>Defence</i> cards. These are examples of <i>Defence</i> cards and responses that they may provide:</p> | <ul style="list-style-type: none"> This question is meant for cadets to think about the impact on our society and what we need to do to bounce back. | |



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|------|---|-----------|-------------|
| | <div data-bbox="450 280 647 584" data-label="Image"> </div> <p data-bbox="703 285 963 323"><u>Strong Resolve</u></p> <p data-bbox="703 331 1211 453">We should remain united and determined to overcome the crisis.</p> <div data-bbox="439 628 658 960" data-label="Image"> </div> <p data-bbox="703 635 1052 673"><u>Community Support</u></p> <p data-bbox="703 681 1211 847">We could show our unity through ground-up movements and expressions of solidarity on social media.</p> <p data-bbox="409 1023 763 1061"><i>Conclusion of Section</i></p> <p data-bbox="409 1110 1211 1321">19. Terrorism remains a clear and present danger to our region and Singapore. An attack on Singapore is not a matter of if, but when. Even as our security agencies work together to strengthen Singapore's defences against</p> | | |

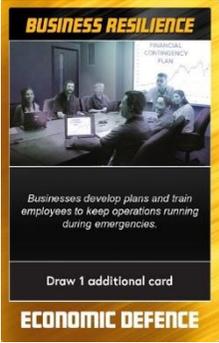
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|------|--|-----------|-------------|
| | <p>terrorism, each of us has a part to play in safeguarding our harmony and way of life.</p> | | |
| | <p><u>SECTION THREE: ECONOMIC STRAGULATION</u> <i>(10 mins)</i></p>   <p>International trade forms the backbone of Singapore's economy which is among the most open and trade-friendly in the world. As a key economic pillar, Singapore's trade is usually double of Singapore's Gross Domestic Product.</p> <p>In June 2017, 12 neighbouring countries closed off Qatar's aviation routes and sea lanes. Qatari airplanes and ships were</p> | | |

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| | <p>banned from entering neighbouring countries, affecting food supplies and economic trade. This resulted in panic among its citizens.</p> <p>Qatar suffered a loss of about US\$600 million in tourism revenue and had to reroute flight paths because of the blockade. Visitors to Qatar dropped by 20 per cent and Qatar Airways lost around US\$3 billion in revenue.</p> <p>In response to this, Qatar opened a new port, Hamad Port to allow cargo ships to bypass its neighbours, bolstering its independence and streamlining its trade processes. This made it easier for Qatar to get the necessary goods for its citizens. The government also quickly ramped up domestic</p> | <ul style="list-style-type: none"> • This question is meant for cadets to think about what can be done to help prevent a crisis like this. | |

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|------|--|---|-------------|
| | <p>production, such as importing cows to produce its own dairy products.</p> <p>20. What can we do to prepare ourselves for an incident like this? Ask cadets to look through their <i>Defence</i> cards and respond to the question you have asked. Some examples of <i>Defence</i> cards and responses they may provide:</p> <p><u>Business Resilience</u></p> <p>Given that Singapore has no natural resources and relies heavily on trade, businesses should remain competitive and forward-looking. They can also develop contingency plans to ensure that our way of life is not severely affected in the event our maritime and aviation trade are affected.</p>  | <ul style="list-style-type: none"> • This question is meant for cadets to think about the impact on our society and what we need to do to bounce back. | |

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| Time | Activity | Rationale | Resource(s) |
|------|---|-----------|-------------|
| | <div data-bbox="443 280 656 624" data-label="Image"> </div> <p data-bbox="703 284 1086 320"><u>Financial Aid Schemes</u></p> <p data-bbox="703 331 1205 587">The government can assist citizens by implementing financial assistance schemes which ensure that basic goods remain affordable during an economic strangulation.</p> <p data-bbox="409 671 1211 884">21. How can we recover from this in the long term? You should encourage cadets to look through their <i>Defence</i> cards. These are examples of <i>Defence</i> cards and responses they may provide:</p> <div data-bbox="454 975 645 1278" data-label="Image"> </div> <p data-bbox="703 978 987 1015"><u>Skills Upgrading</u></p> <p data-bbox="703 1026 1205 1193">We can continue to advance our skillsets after an economic strangulation so that we can find jobs more easily.</p> | | |

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| Time | Activity | Rationale | Resource(s) |
|------|--|-----------|-------------|
| | <div data-bbox="450 280 645 584" data-label="Image"> </div> <p data-bbox="703 285 965 320"><u>Strong Resolve</u></p> <p data-bbox="703 331 1205 451">We should remain united and determined to overcome the crisis.</p> <div data-bbox="439 628 658 959" data-label="Image"> </div> <p data-bbox="703 635 1055 670"><u>Community Support</u></p> <p data-bbox="703 681 1205 842">We could show our unity through ground-up movements and expressions of solidarity on social media.</p> <p data-bbox="409 1023 763 1058"><i>Conclusion of Section</i></p> <p data-bbox="409 1110 1211 1361">22. Economic strangulation can cause significant damage to our economy and disruptions to our daily lives. We can play our part by developing business contingency plans and ensure that we remain united to overcome the crisis.</p> | | |

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| Time | Activity | Rationale | Resource(s) |
|------|--|-----------|-------------|
| | <p>23. We can play our part by retraining, upgrading, keep up with new technologies and new ways of doing things.</p> <p>24. We cannot be complacent as situations like these can develop quickly and unexpectedly.</p> | | |
| | <p><u>SECTION FOUR: CYBER ATTACK ON INFRASTRUCTURE (10 mins)</u></p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>In July 2018, In July 2018, SingHealth's security was breached, providing hackers with the non-medical information of more than 1.5 million Singaporeans. This included information like their names, NRIC and address. Among those affected was Prime Minister Lee Hsien Loong.</p> <p>In 2017, a global ransomware attack disrupted National Health Service in Britain and</p> </div> </div> <div style="margin-top: 10px;">  </div> | | |

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|------|--|---|-------------|
| | <p>affected numerous companies and individuals worldwide.</p> <p>On March 2018, the US city of Atlanta was also hit by a ransomware attack, forcing its government offices to carry out operations manually.</p> <p>25. What can we do to prepare ourselves for an incident like this? Ask cadets to look through their <i>Defence</i> cards and respond to the question you have asked. Some examples of <i>Defence</i> cards and responses they may provide:</p>  <p>Robust Emergency Protocols Government and businesses should have a robust back-up power sources to minimise disruption in times of emergency.</p> | <ul style="list-style-type: none"> This question is meant for cadets to think about what they can do to help prevent a crisis like this. | |

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| Time | Activity | Rationale | Resource(s) |
|------|--|-----------|-------------|
| | <div data-bbox="443 284 658 619" data-label="Image"> </div> <p data-bbox="703 284 1122 320"><u>Use of Strong Passwords</u></p> <p data-bbox="703 331 1211 587">We can ensure that our personal accounts and information are protected by using strong passwords that are complex, random and updated regularly.</p> <div data-bbox="443 692 658 1027" data-label="Image"> </div> <p data-bbox="703 671 1039 708"><u>Business Resilience</u></p> <p data-bbox="703 719 1211 1102">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.</p> | | |

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| Time | Activity | Rationale | Resource(s) |
|------|--|-----------|-------------|
| | <div data-bbox="443 280 658 624" data-label="Image"> </div> <p data-bbox="703 280 1216 544">Education We can educate citizens on the Importance of protecting personal data, what happens when there's a leak and how we can prevent it.</p> <p data-bbox="409 671 1216 879">26. How can we recover from this in the long term? You should encourage cadets to look through their <i>Defence</i> cards. These are examples of <i>Defence</i> cards and responses they may provide:</p> <div data-bbox="454 887 647 1187" data-label="Image"> </div> <p data-bbox="703 887 1216 1187">Skills Upgrading We can train the IT personnel in businesses and organisations to be better-equipped and prepared to react to a cyber-attack and to better defend our systems from future attacks.</p> <p data-bbox="409 1278 763 1318">Conclusion of Section</p> | | |

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|------|---|-----------|-------------|
| | <p>27. Cyber attacks (either state-sponsored or by individuals) on infrastructure can cause significant damage to our economy and daily lives. As Singapore ramps up efforts to become a Smart Nation and harness digital technologies such as e-payments, we can play our part by adopting good personal data protection and cyber security practices. It is also important to equip everyone, including the less digitally savvy, with basic digital skills and know-how for everyday activities such as using digital government services. Ultimately, attackers only need a single-unsecured device to gain access to one's systems and everyone as a role to play in ensuring Singapore's cybersecurity.</p> | | |
| | <p><u>SECTION FIVE: DISINFORMATION CAMPAIGNS</u> <i>(10 mins)</i></p> | | |

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|------|---|--|-------------|
| | <p>In 2017, documents were leaked from the French presidential candidate. Among documents that were leaked were fake emails. It was later discovered that the source of the leak was by a foreign power trying to affect the democratic process.</p>   <p>In January 2018, false claims about the disruption of a Thaipusam procession by a police officer and a member of the Hindu Endowments Board (HEB) were spread widely online. This could have sown seeds of communal distrust, weaken social cohesion and undermine the confidence and psychological resilience of our people.</p> <p>28. What can we do to prepare ourselves for an incident like this? Ask cadets to look through</p> | <ul style="list-style-type: none"> • This question is meant for cadets to consider their personal experiences of encountering | |

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|------|--|---------------------------|-------------|
| | <p>their <i>Action</i> cards and respond to the question you have asked. Some examples of <i>Action</i> cards and responses they may provide:</p> <p><u>Responsible Social Media Use</u> We can ensure that we rely only on credible online sources instead of reading tabloid newsrooms and forums that might encourage unnecessary fear.</p>  <p>We can also be mindful of our social media actions and not share posts or videos that encourage violence and hostility.</p> | <p>online falsehoods.</p> | |

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|------|---|-----------|-------------|
| | <p><u>Neighbourliness</u> We can make an effort to get to know our neighbours and recognise those who stay in our neighbourhood.</p> <p>We can also make friends with people from different cultures and religions, and make it a point to learn more about different customs and practices.</p> <p>29. What are some ways in which we can respond when an incident like this occurs? These are examples of <i>Action</i> cards and responses that cadets may provide:</p> <p><u>Show of Solidarity</u> We should avoid stereotyping, blaming and discriminating against the racial and religious groups to which terrorists belong.</p> | | |



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|------|--|---|-------------|
| | <p>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.</p> <p>30. How can we recover from this in the long term? You should encourage cadets to look through their <i>Action</i> cards. These are examples of <i>Action</i> cards and responses they may provide:</p> <div data-bbox="452 1070 645 1375" data-label="Image"> </div> <p>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</p> | <ul style="list-style-type: none"> • This question is meant for cadets to think about the aftermath of an incident, where society suffers from disruption, fear and anxiety. | |

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|------|---|---|-------------|
| |  <p>not allow mistrust to be sown among our communities.</p> <p>Community Support</p> <p>We could show our unity through ground-up movements and expressions of solidarity on social media.</p> <p>Conclusion of Section</p> <p>31. Disinformation campaigns are not new, but the rapid spread through the digital domain means authorities have less time to react. This makes it difficult to keep national confidence and cohesiveness intact if such disinformation turns us against one another. It is therefore important to be vigilant, use social media discerningly and responsibly and stand up against disinformation campaigns that undermine Singapore's interest. Do not believe everything you read online. Check your facts and think about the implications of</p> | <ul style="list-style-type: none"> This question is meant for cadets to think about who would be affected by such an incident, and how to remain united. | |

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|-------------------|---|---|-------------|
| | your actions before sharing. We can play our part by strongly rejecting messages that seek to incite hatred or discrimination against our fellow Singaporeans. | | |
| <i>Conclusion</i> | | | |
| 5 mins | <p>32. 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.</p> <p>33. Everyone has a role to play, not just our security forces.</p> <p>34. And in conclusion, there are many things we can do to put Total Defence into action.</p> <p>35. Thank cadets for their participation and attention.</p> | <ul style="list-style-type: none"> • To conclude the entire session and to remind cadets why they are playing this game. | |

TD Advocacy Module : Activity C – Design and Share an Original “Guardians of the City II” “Action” Card

[Estimated time required: 30 minutes]

Note: Before executing Activity C, teachers should download the blank “Guardians of the City II” (GOTC) Action card template of from www.totaldefence.sg

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 an *Event* or *Crisis* from the GOTC II 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



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| Time | Activity | Rationale | Resource(s) |
|----------------------------------|---|--|---|
| <i>Introduction</i> | | | |
| 5 mins | 1. [Slide 2] Introduce the activity. | <ul style="list-style-type: none"> To allow the cadets to understand the activity. | <ul style="list-style-type: none"> Blank GOTC <i>Action</i> cards Bronze Activity C, "My Action Card", PPT slides² |
| <i>Filling in the blank card</i> | | | |
| 15 mins | <p>2. [Slide 3] To instruct cadets to take <u>2 minutes</u> to think about which <i>Crisis</i> or <i>Event</i> (i.e., the national threat/challenge) they would like to focus on.</p> <p style="text-align: center;">a. Take a look at the GOTC <i>Crisis</i> or <i>Event</i> cards. Which one would you like to respond to?</p> <p>3. [Slide 4] To instruct cadets to take additional <u>3 minutes</u> 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 II <i>Defence</i> cards to figure this out. (The suggested action for their</p> | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Blank GOTC <i>Action</i> cards Bronze Activity C, "GOTC Blank Action Card", PPT slides (same as above) |

² See **Bronze_ActC_GOTC Blank Card.pptx**.

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| Time | Activity | Rationale | Resource(s) |
|----------------|--|--|---|
| | <p>blank card should be original – not duplicate any on Slide 4.)</p> <p style="text-align: center;">a. How can individuals or the community better prepare for or respond to this crisis?</p> <p>4. [Slide 5] To give cadets another <u>10 minutes</u> to design and write the flavour text for the blank card.</p> | <p>could take in a crisis.</p> | |
| <i>Closing</i> | | | |
| 10 mins | <p>5. [Slide 6] To have cadets turn to the person sitting beside him/her to share their completed <i>Action</i> card and the following:</p> <p style="margin-left: 40px;">a. Why they chose to respond to this crisis; b. Why this action was suggested; c. If they are doing this action; and d. What could make them better at performing this action or do it more often.</p> | <ul style="list-style-type: none"> • Through reflection, sharing, and hearing their peers' sharing, be more informed and inspired to take action in response to threats and challenges. | <ul style="list-style-type: none"> • Visualiser (if available) • Completed GOTC <i>Action</i> cards |

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|------|---|-----------|-------------|
| | <p>6. To also have <u>one</u> cadet share his or her original <i>Action</i> cards with all their peers.</p> <p>7. To have cadets submit photographs of the completed <i>Action</i> cards. (Teachers are strongly encouraged to collate the responses and return them to Nexus so that some cards can be featured on our platforms.)</p> | | |

Staying Prepared Module : Complete Introduction to CPR-AED Certification

Note: This activity is conducted as part of the Secondary 1 Physical Education (PE) curriculum. No action is required from teachers and cadets.