

Educator's Guide for Total Defence

Activity Sheet (Secondary)



USING THIS GUIDE

Educators may go through the activities with students and clarify any part students are unsure about if needed.

Educators may also refer to the following website (www.totaldefence.sg) for more information on Total Defence and the six pillars of Total Defence.

If you have any feedback or queries regarding this guide, please contact us at nexus@defence.gov.sg.

Military Defence

Activity:

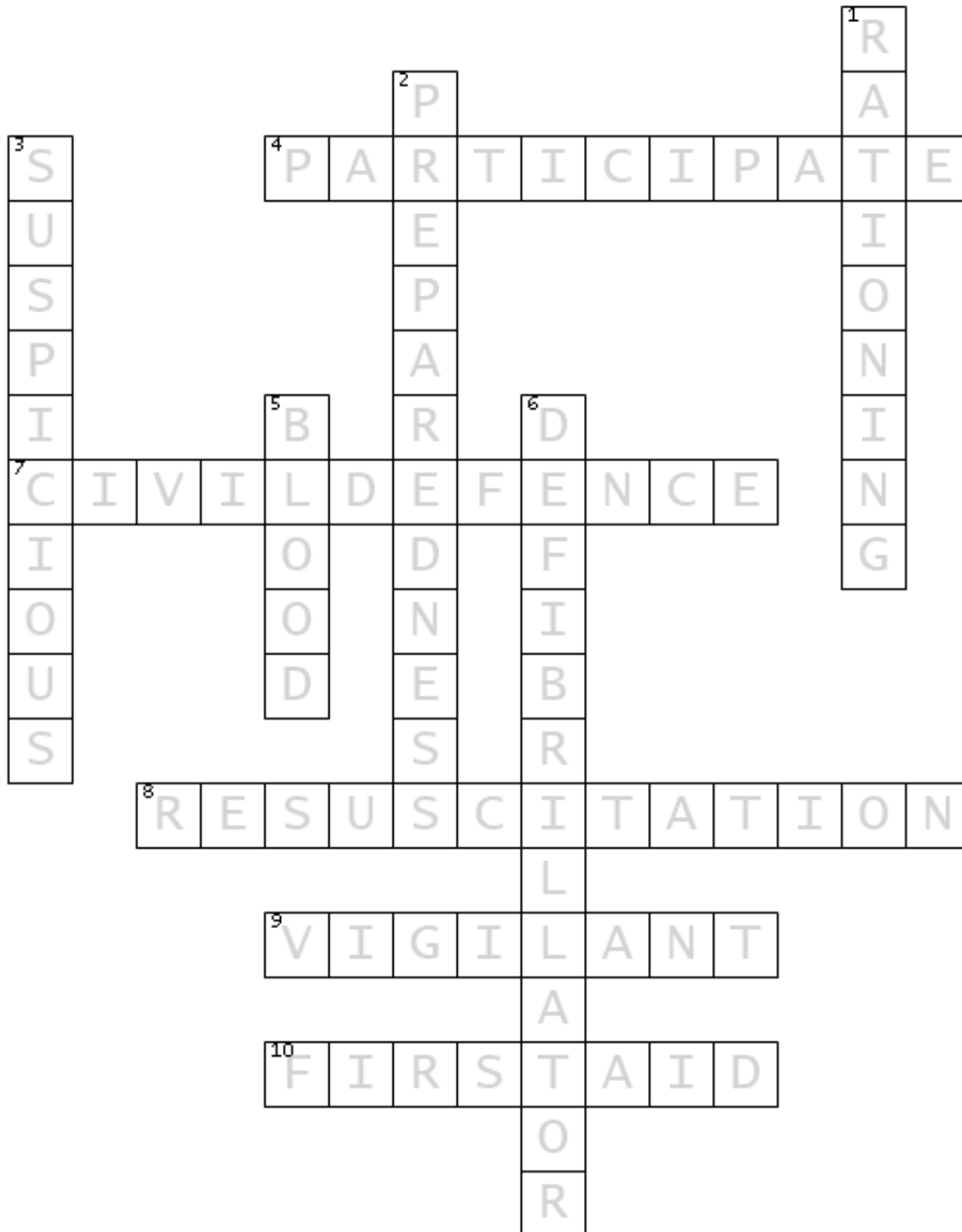
- Students to show their appreciation and support for military personnel by designing their own thank you cards. They are free to write and/or draw to convey their message.
- Teachers can prompt students and how they may thank military personnel for being committed and protecting the nation.
- Students are to take a photo of their cards and upload them online by scanning the QR code which will direct them to a Padlet board.
- Teachers will need to vet the cards before they are uploaded, to ensure there are no inappropriate materials.
- Students should write their school, name and class on the Padlet board.

Civil Defence

Activity:

- Students to complete the crossword puzzle.
- Teachers may give more helping letters if the majority of the class is stuck on a specific word.

Answer key:



Economic Defence

Activity 1:

- Duration: 15 mins (flexible)
- 15 ED actions are provided in the boxes, with one blank for the students to fill in. Students are to mingle with their classmates to find out who has completed the action, and write their classmates names down within the respective actions.
 - “How well do you know your classmates? In the next 15 minutes, mingle around and find classmates that have completed actions listed. Write their name in the box, and be prepared to share about it in class!”
- If a competition factor is needed, can make it such that the first to fill all 16 boxes “wins”.
- Teachers may pick any action and choose a student to share whose name belonged to the action. From there, students can share their experiences.

Some prompts for selected actions:

- Upcycled before - to make new furniture, objects, etc. out of old or used things or waste material
- Grown their own food - from seeds etc.
- Used MySkillsFuture - the website and its features
- Persevered through tough times - e.g. Covid-19, personal issues, exams
 - Can encourage them to ponder what ‘tough times’ mean to them, good to point ‘tough times’ towards the direction of nationwide emergencies and weathering the storm together
- Chose/ate local produce - e.g. Comcrop (vegetables), Seng Choon (eggs)
- Is innovative - using new methods or ideas
- Supported a local company - e.g. Razor, TWG Tea, OSIM, BreadTalk Group
- Encouraged a friend to save resources - resources such as water, food, electricity

Activity 2:

- Above are some ways we can put Economic Defence into action in our everyday lives. Which box is the most important to you, and why? What is one action that you would like to try?
- Teachers can give students some time to reflect and invite some students to share their responses with the class.

Social Defence

Activity 1:

- Teacher to invite students to complete this activity using their phones.
- Students to scan the QR code, input the password and play the game.
- Teachers can encourage students to replay to explore the various outcomes of their selected actions if there is extra time.

Activity 2:

- How could you apply Social Defence in your life? Write 2 actions you can take. Describe your most recent experience where you observed someone putting SD in action.
- Teachers can get students to refer to the game for inspiration and examples if needed.
- Teachers can give students some time to reflect and invite some students to share their responses with the class.

Digital Defence

Activity 1:

- Students to spot the fake news.
- Article on Bishan Junction 8 is FAKE. Referenced from <https://www.straitstimes.com/singapore/dine-in-suspended-at-bishan-junction-8-foodcourt-till-dec-13-after-diners-flout-covid-19>.
- Teacher to share ways to identify fake news:
 - From an unestablished website
 - Spelling mistakes
 - Unknown author
 - Photo source is not credited
 - Sensational headline
- Article on Otters is REAL. Referenced from <https://www.straitstimes.com/singapore/environment/i-actually-thought-i-was-going-to-die-man-who-was-attacked-by-otters-at>.
- Teacher to share ways to identify real news:
 - From an established website
 - Correct spelling
 - Known authors

- Credited photo source
- Headline is appropriate
- Teachers can go through the answers once students are done deliberating and written down their answers.

Activity 2:

- Students to source for 2 articles from The Straits Times and list the real article headline and recreate a fake version of it.
- Students can engage their classmates to guess each other's real and fake headlines.
- Teacher may spotlight a few students' creations for the whole class to guess. Teachers to brief students on the S.U.R.E framework.

Psychological Defence

Activity 1:

- Students to guess the landmark and research the answers.
 - Answers are underlined.
1. Esplanade
 - Nickname: The Durian
 - Opened its doors in 2002.
 - It sits entirely on reclaimed land. If you could ever time travel to the 1960s, you would end up in the waters of the Singapore Straits!
 2. Singapore Flyer
 - Stands 165 m tall, which is about 31 average male giraffes stacked on top of one another!
 - From it, you'll be able to see Changi Airport, Sentosa Island, and even parts of Malaysia and Indonesia!
 3. Fort Canning Park
 - Originally known as Bukit Larangan, or 'Forbidden Hill' in Malay Hilltop was where the British decided to surrender to the invading Japanese during World War II
 4. Civilian War Memorial
 - Nickname: The Chopsticks
 - Commemorates civilian victims of the Japanese Occupation in Singapore
 - The 4 pillars are symbolic of the shared suffering of Singapore's main ethnic groups as well as those who died and were buried there.

Activity 2:

- Students can circle the food/place/activity they favour over the other. Encourage them to share what they have chosen to their friends.
- Teachers can get students to share their chosen option and opinions in class as well.

Activity 3:

- Students are free to write and/or draw.
- Teachers can get students to share their chosen option and opinions in class as well.

Activity 4:

- Teachers can prompt students to think of landmarks, behaviours, or actions such as Singlish or our hawker culture.
- Principles can be elaborated as values, rules, laws.
 - An example: The perseverance of our Pioneer Generation that developed Singapore into the first world country it is today.

Total Defence

Activity:

- Students to apply their learned knowledge and understanding of the six pillars.
- Teachers may define “defame”: to damage the reputation of a person or group by saying or writing bad things about them that are not true

Teachers can guide the students to look at the various angles one can come at it.

Potential angles:

- Digital Defence: Stand up against deliberate online falsehoods that undermine Singapore’s interests.
 - Social Defence: Actively counter comments made out of ignorance and misinformation; Stay united and cohesive in the event of a national emergency.
 - Psychological Defence - Stay informed and updated on current affairs concerning Singapore via reliable sources.
- The aim of this activity is to let students see how various pillars come into play in strengthening Singapore so that it can overcome potential challenges, and that everybody has a part to play in keeping Singapore strong.