

SGSecure Exhibition Activity Guide

(JC/ CI)

For Educators

This activity guide accompanies the use of activity sheet during the SGSecure exhibition. Students can go on self-guided tour by entering responses on their personal learning devices/ writing on printed activity sheets and use this guide to check their understanding on-site while educators can facilitate the self-guided tour using this guide with suggested discussion prompt.

The time taken to complete the activity sheets is estimated to be 25-30 minutes.

Estimated Duration	Activity details and suggested discussion prompts	Location
10 mins	<p>[Engage] (1) <u>What's my role?</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What is SGSecure? SGSecure is Singapore's community response to the threat of terrorism. It is a movement to build the resilience of our community and a call to action to everyone in our multi-racial, multi-religious society to come together to safeguard Singapore and our way of life.</p> <p>We can stay vigilant by noticing and reporting suspicious persons or activities, or by staying united as a community by supporting each other during a crisis, and staying resilient by not spreading unverified information.</p> </div> <p>Students are encouraged to participate in the personality quiz that would suggest a persona based on the individual's responses. (6 personas: lookout/ true friend/ guardian/ lifesaver/ fact-checker/ uniter). Results of the quiz include a text description of the role and a short 30-second video. Students are to note the key characteristics from the description and takeaways from the video.</p> <p>For example, for the role of a fact-checker,</p>	Panel 1

- Characteristics include:
 - sharp and observant, checking reliable sources multiple times
 - spread the words to friends to let them know what's legit and what's not







- Takeaways include:
 - stay informed
 - do not spread rumours
 - care for others
 - help others return to normal activities

Educator could encourage students to share the results of the quiz with one another.

Suggested discussion prompts:

- *How do various members of the society embody the different roles?*
- *How can students in a school take on similar roles during a crisis?*
- *How might the community benefit from having individuals who embody each of the SGSecure personas?*

After the students have discovered their role, they are to find the panel with the pictorial symbol of their role at bottom left corner and read up further on their role. Students can create their image in any preferred format using paper and pen or digitally on their personal learning devices. The purpose is for them to assimilate the earlier activity and panel text information to express themselves creatively in a different form.

	<div style="text-align: center;">    </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="532 342 699 369">FACT-CHECKERS</div> <div data-bbox="740 342 849 369">LOOKOUTS</div> <div data-bbox="906 342 1049 369">TRUE FRIENDS</div> </div> <div style="text-align: center; margin-top: 10px;">    </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="553 506 643 533">UNITERS</div> <div data-bbox="732 506 849 533">GUARDIANS</div> <div data-bbox="930 506 1052 533">LIFESAVERS</div> </div> <p style="text-align: center;"><i>Pictorial symbols of the 6 roles</i></p> <p>Educators could use this opportunity to assure students that there is no judgement to the artwork and encourage students to be confident in their self-expression. Students who need some scaffolding could take inspiration from their pictorial role symbol.</p> <p>Students could use the hashtag #SGSecure #whatsyourrole and share their learning and their drawings.</p>	
10 mins	<p>[Evaluate] (2) <u>What else can I do?</u></p> <p>This segment evaluates and assesses students' understanding.</p> <p>The graphic organiser on page 3 of the activity sheet requires students to have the big picture by visiting the rest of the exhibition. Students are to infer from the exhibition that the True Friend and the Lookout contribute to the Vigilance pillar; the Lifesaver and the Guardian contribute to the Resilience pillar; and the Uniter and the Fact-Checker contribute to the Cohesion pillar.</p> <p>Students are to identify the signs of radicalisation and know what to do after understanding the panel.</p> <p>Students are to familiarise themselves with mnemonic A.I.S.U. through the interactive physical and online components. They are then prompted for a self-reflection by scanning the QR code on the</p>	<p>Panel 2</p> <p>Panel 4</p>

	<p>panel, where they will play a short game such as identifying suspicious articles in crowded places.</p>	
<p>5-10 mins</p>	<p>[Execute] (3) What I will do!</p> <p>Advocacy is emphasised in this last segment by encouraging students to install the SGSecure mobile application and pledging specific actions they will take to protect the social fabric as an individual and member of their school and community. Students could refer to relevant panels on Singapore’s social fabric, and SGSecure engagements in community and school for inspiration.</p> <p>Educators could also encourage the students to take photographs at the photo booth and share them on social media with the hashtag #SGSecure #whatsyourrole.</p> <p><i>Suggested discussion prompt:</i></p> <ul style="list-style-type: none"> ● <i>What does "social cohesion" means to you in the context of Singapore, and why is it important to preserve it?</i> ● <i>How might you achieve the actions you have pledged in short and long term? What are some action plans you intend to implement to maintain the social cohesion of Singapore?</i> 	<p>Panel 3, Panel 4, Panel 5; Panel 7</p>

Answer Key

	Vigilance	Resilience	Cohesion
Roles	Lookout	Guardian	Uniter
	Fact-checker	Lifesaver	True Friend

What are the six signs of radicalisation?

1. Frequently surfing radical websites
2. Posting/sharing extremist views on social media platforms like expressing support/admiration for terrorists/terrorists groups
3. Sharing extremist views with friends and relatives
4. Making remarks that promote ill-will or hatred towards people of other races and religions
5. Expressing intent to participate in acts of violence overseas or in Singapore
6. Inciting others to participate in acts of violence

What does the acronym A.I.S.U. stand for?

A- Abnormal; I-Irregular; S-Suspicious; U-Unusual