

## Category 4: Resource Development

Group 4-010

# Project Salvos

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## **ABSTRACT**

Our project aims to improve on the current methodology employed within NCC, by making it more interesting and relevant to national needs, and teaching important skills such as Individual Field Craft (IFC) and “Run, Hide, Tell” in an interesting manner. These engaging activities differ from the norm of presentations and talks. By incorporating fun and immersive activities, students would better understand how to react in the event of an attack and better utilise IFC skills.

## **1 INTRODUCTION**

### **1.1 Rationale**

Based on one of the key pillars of Singapore's governance, “Anticipate Change, Stay Relevant.” These words not only reflect the need for Singaporeans to remain vigilant in the midst of the ever present terrorist threat but also the need to change our teaching resources to better suit current needs. Thus this resource package seeks to create an immersive and realistic scenario that would allow students to better understand how to act in the case of a terrorist attack and also to allow them to apply the skills that they have learnt using NCC Individual Field Craft training sessions.

### **1.2 Objectives**

- 1) To improve the NCC syllabus by making it more interesting and relevant to national needs
- 2) Teach Individual Field Craft in an interesting manner
- 3) Teach cadets the importance of counter-terrorism measures by reinforcing “Run, Hide and Tell”

### 1.3 Target Audience

Our target audience is Secondary 1 - 4 NCC Cadets. This is due to the fact that many NCC cadets have expressed dissatisfaction with the current methods of teaching IFC skills, with trainings being boring and inefficient, so we decided to improve the way in which these IFC skills are taught, in order for them to better learn these useful skills.

### 1.4 Resources

A dual-purposed school-based immersive NERF Gun game

1. Individual Field Craft
2. Simulated Terrorist Attack



## 2 REVIEW

Currently, the methods utilised to teach individual field craft (IFC) and counter-terrorism are boring and are incapable of capturing the attention of cadets. Current methods consist of a lecture-style form of teaching with very little need for application. Thus, we aim to create a more immersive and interactive method to allow students to have a

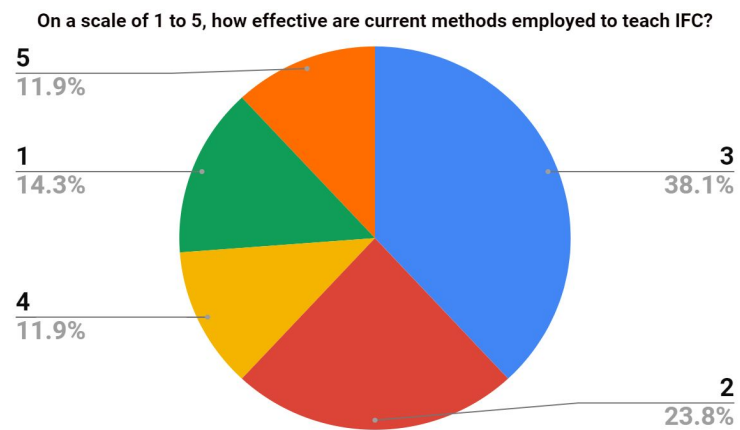
more experiential form of learning. Additionally, given the pertinent terror threat, it is of paramount importance that students are reminded about the importance of vigilance.

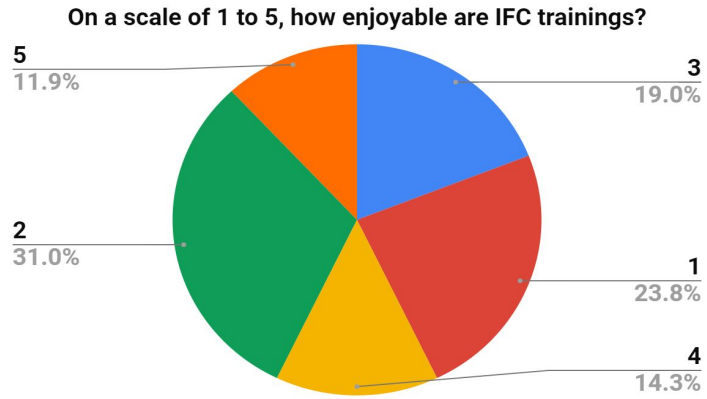
### 3 METHODOLOGY

#### 3.1 Needs Analysis

We conducted a needs analysis on our target audience on current methods of training and their effectiveness. The results showed that current ways of teaching the syllabus are ineffective and boring, showing the need for a different approach.

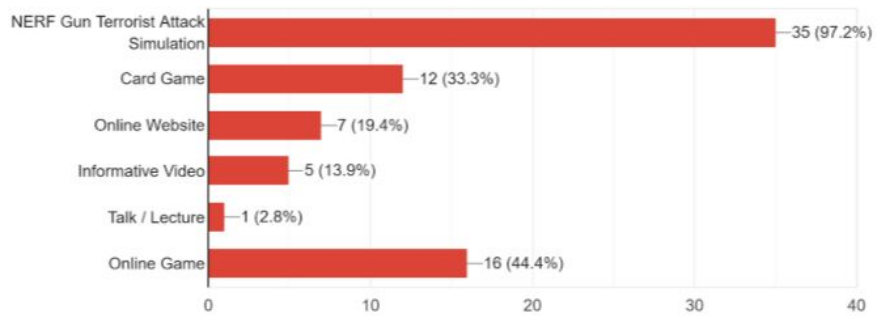
#### 3.2 Results





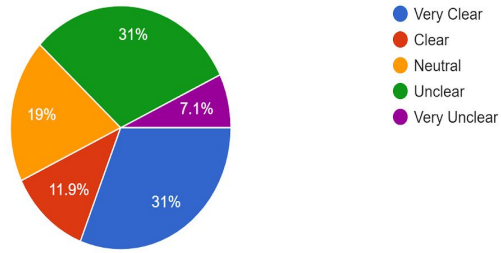
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Which of the following methods of teaching will interest you the most by making lessons more enjoyable yet still meaningful?



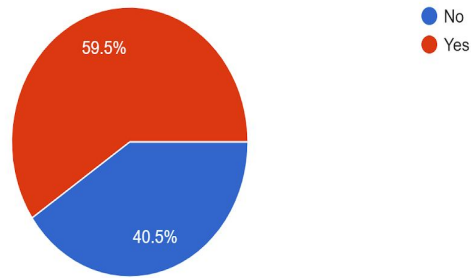
Are you clear of the threat that terrorists pose to Singapore?

42 responses



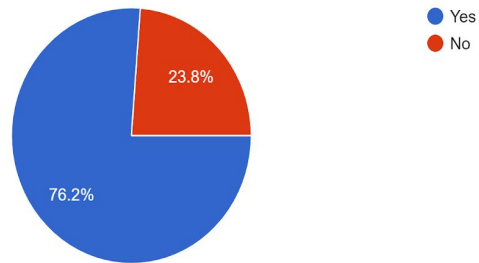
Do you know how you might contribute in the fight against terrorism in Singapore? If yes, how so?

42 responses



Would you like to learn more about the terrorist threat and the ways in which YOU can prevent it?

42 responses



### 3.3 Development of Resources

#### A. Gamemode 1: Capture the Flag (Individual Field Craft)

Through an immersive NERF gun game, a “Capture the Flag” game is simulated to teach NCC cadets Field Signals and IFC skills in a fun and engaging manner.

##### Gameplay

Throughout the game, cadets are restricted to non-verbal communication such as field signals and IFC.

- Cadets are restricted to non-verbal communication (field signals). This emphasises the importance of teamwork and IFC
- 15-minute gameplay
- Participants will be limited to non-verbal communication, and have to make use of relevant Field Signals and IFC skills in the game
- Participants are eliminated when they get hit by a bullet
- If a participant is eliminated, he will have to wait 2 minutes before being allowed to ‘respawn’
- Participants cannot be eliminated in their respective safe zones
- If a flag bearer is eliminated, he will have to place the flag down at the exact location of elimination

##### Rules

- Only non verbal communication may be used
- No physical contact or violent / rough gameplay (e.g. no shooting at the eyes or sensitive regions)
- No running
- Goggles must be kept on at all times

Failure to comply with the rules will result in disqualification



## B. Gamemode 2: Simulated Terrorist Attack (Total Defence)

Through an immersive NERF Gun game, a terrorist attack is simulated to educate cadets about the important role that citizens play in the fight against terrorism in a fun and engaging manner.

### Gameplay

Participants will be given roles with respective objectives as follows:

|                      |   |
|----------------------|---|
| Policemen            | Eliminate all terrorists and to ensure a majority of the civilians are alive. The safety of civilians should be the policemen's priority as it is the key factor to their victory. Failure to do so within 15 minutes will result in a loss.  |
| Terrorists           | Eliminate all civilians and avoid being killed by the policemen. Failure to do so within 15 minutes will result in a loss.  |
| Undercover Terrorist | Help the terrorists by exposing civilians' location while keeping a low profile as to remain hidden and prevent elimination<br>The undercover terrorist will not have any guns<br>Every 5 minutes in the game, the undercover terrorist has the chance to find a game moderator who will give him 1 light stick each time that can be used to kill any civilian or policeman by tapping it on their back or shoulders. Each light stick can only be used once.<br>The hidden terrorist will start the game with 1 lightstick. |
| Civilians            | Survive for the longest period of time, and to make use of the 'Run, Hide, Tell' strategy to ensure survival.<br>Try and expose the undercover terrorist by spotting any suspicious activities among the civilians  |

Each round will consist of 12 - 15 cadets. Out of which, 4 cadets will be taking on the role of 'terrorist', 3 cadets will be taking on the role of 'policeman', while the rest will be taking on the role of civilians. Obstacles will be constructed out of PVC pipes and camouflage sheets, providing avenues for participants to hide. The time limit for each round is 15 minutes.

Around the playing area, there will be more ammunition hidden in cups, and terrorists and policemen can use the ammunition if found.

Out of the 4 terrorists, 1 would be undercover among the civilians.

A win is considered under one of the following circumstances:

1. All civilians die - terrorists win
2. All terrorists die - civilians & policemen win
3. Time limit is up and more than half of the civilians remain - civilians win
4. Time limit is up and less than half of the civilians remain- terrorists win

### Rules

- No physical contact or violent / rough gameplay (e.g. no shooting at the eyes or sensitive regions)
- Goggles must be kept on at all times

Failure to comply with the rules will result in disqualification

### **3.4 Possible Issues and Concerns**

#### **A. Lack of Communication Skill Knowledge (Relative to Gamemode 1)**

There were concerns that cadets would resort to means of verbal communication such as shouting, instead of the Individual Field Craft skills that they have been taught.

In response, we modified the game by implementing rules to restrict verbal communication. Breaching these rules would result in immediate elimination.

#### **B. Safety**

As our resource makes use of NERF guns, safety is one of our main concerns due to the possibility of foam bullets injuring participants, especially in sensitive regions such as the eyes.

In response, we added enhanced safety measures such as safety goggles and other means of protective gear. We also created a safety briefing video which would be played before the start of the game

(<https://drive.google.com/file/d/1J3lzucQ90IGUiczZ8-4Pz5OqoV-eNCah/view?usp=sharing>).

## **4 OUTCOME AND DISCUSSION**

In January 2020, we were already making plans with Bukit Merah Secondary School and Queenstown Secondary School, to conduct our resource package with other NCC school units. However, we were unable to bring our plans into fruition due to the Covid-19 pandemic. Hopefully, after the pandemic is over, we would still be able to actuate our plans. With the restriction made also to the CCA conducted in school, we also find it difficult to conduct a proper test of our resource package. Thus in order to test our package, we resorted to using “table-top” scenario exercises to test the

feasibility of each rule and game play in order to ensure that our resource package can be conducted once the restrictions are lifted.

## **5 CONCLUSION**

Despite the numerous restrictions put in place due to the global pandemic, Project Salvos has been an eye opening experience for us. Not only have we learnt about the importance of being cautious even in peacetime, but we have also become more innovative in our ways of teaching. In order to ensure that our activity is as engaging as possible, we spent many hours planning the activities and designed the play area. As our project has 2 different sub-objectives, we tried our best to plan our activity such that it fulfills both requirements. In the end, we decided to build our own play area via PVC pipes and camouflage sheets, so that we could mimic the terrain of an actual warzone. At the same time, due to the flexibility of the PVC pipes, we were able to disassemble and rearrange the set-up to better mimic the urban landscape. Thus, not only were we able to make the teaching of IFC much more engaging, we were also able to effectively educate students about the importance of being vigilant and how they should react in the case of a terrorist attack.

Initially, we had planned for a collaboration with other schools for the pilot test. However, due to Covid-19 restrictions, our plans never came into fruition. Despite this, we hope that our resources can be used in the future for the betterment of the unit and the school. Additionally, another issue faced was insufficient time to meet up and discuss due to clashing schedules. We learnt vital time-management skills when trying to cope with the issue, making sure that we planned ahead of schedule.

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