

# **CHARACTER AND CITIZENSHIP EDUCATION**

## **SYLLABUS**

### **Pre-University**

Implementation starting from  
2016



Ministry of Education  
SINGAPORE

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## Why CCE?



Ultimately, education is not what we do to our children. Rather, it is what we do with them, and for them, to bring out the best in each of them, so that they grow up to embrace the best of the human spirit – to strive to be better, to build deeper wells of character, and to contribute to society.”

Mr Heng Swee Keat,  
Minister for Education,  
MOE Work Plan Seminar 2013

## What's My Role?



The Singapore Teachers are trailblazers in your practice, and in your pursuit of excellence in whatever you do. You are also gatekeepers, strengthening what is important to us as a society, passing on values and shaping the character of our nation with every child you teach. You teach to make Singapore possible, you teach to make our future possible.”

Mr Heng Swee Keat,  
Minister for Education,  
MOE Work Plan Seminar 2014

## Character and Citizenship Education at Pre-University

Character and Citizenship Education (CCE) has always been at the heart of Singapore's education system. In CCE, our students learn to be responsible to family and community; and understand their roles in shaping the future of our nation. At the Pre-University level, the goal of CCE is to inculcate values and build competencies in our students to:

- ✓ make responsible decisions and choices amidst the complexity and ambiguity of the current global environment;
- ✓ be purposeful in the pursuit of their education, career and life goals;
- ✓ seek to understand and appreciate multiple perspectives;
- ✓ be resilient, adaptable and optimistic in the face of adversity;
- ✓ demonstrate social responsibility and make meaningful contributions to the community by leading through service; and
- ✓ be proud Singaporeans, who are committed to building the future of Singapore and understand Singapore's role in the world.

At the Primary and Secondary levels, CCE lessons and other learning experiences have built the foundation for the cultivation of sound values and citizenship ideals. Pre-University students will have the opportunity to further deepen the knowledge, skills, values and attitudes in CCE through applying advanced critical and inventive thinking, taking on leadership roles in CCAs and school activities, and enacting citizenship in the wider community through student-initiated activities in Values in Action.<sup>1</sup>

At the Pre-University level, Education and Career Guidance (ECG) and Cyber Wellness are integrated into the CCE curriculum. Education and Career Guidance builds on students' learning from Primary and Secondary School to enable students to clarify their career self-concept, develop skills in gathering information on career matters, and develop decision-making skills.<sup>2</sup> Cyber Wellness focuses on enabling students to establish a positive online presence, role-model respectful and responsible online communications, and harness the power of ICT for positive purposes to benefit the self and others.<sup>3</sup>

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<sup>1</sup> A learning experience in CCE that enhances students' development as socially responsible citizens through ownership of their contribution to the community.

<sup>2</sup> The ECG portal, used by all students in Secondary School, continues to be a key ECG resource for Pre-University students. The approach to ECG is guided by a developmental model, which is articulated in the ECG implementation guide / teachers' guide. According to the model, the emphasis in Primary School is Awareness, and that in Secondary School is Exploration. As students progress towards Pre-University, they will consolidate what they have learnt in Primary and Secondary School and apply it to planning.

<sup>3</sup> Pre-University students build on the foundation of ten years of Cyber Wellness education to apply and advocate for cyber wellness knowledge, skills, attitudes and values in cyber space through CCE lessons and cohort-level learning experiences.

## Framework for 21st Century Competencies and Student Outcomes

CCE is central to the Framework for 21st Century Competencies and Student Outcomes (Figure 1). It emphasises the interconnectedness of the Core Values, Social and Emotional Competencies and Civic Literacy, Global Awareness and Cross-cultural Skills that are critical for character and citizenship development in our students.

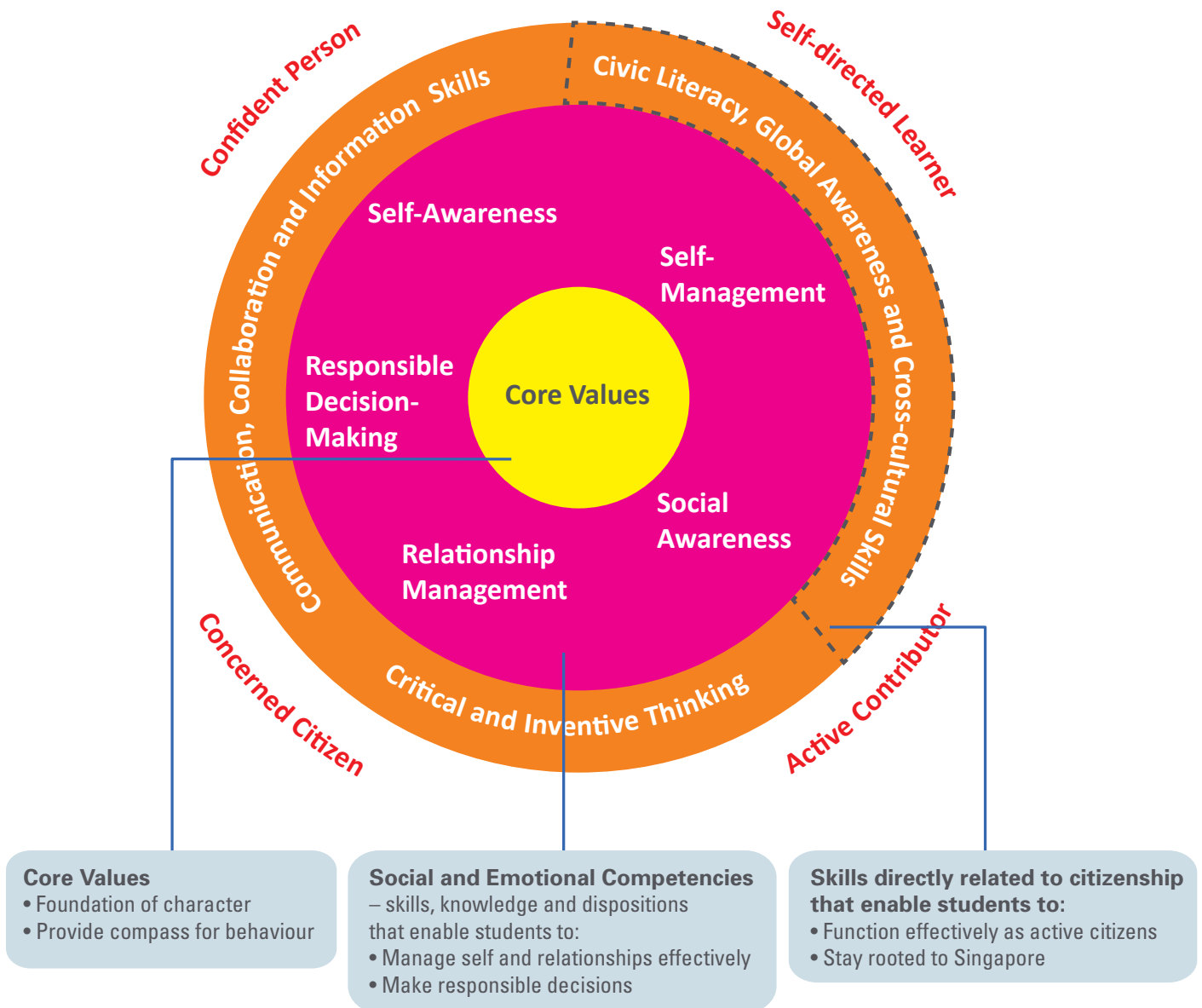


Figure 1: Framework for 21st Century Competencies and Student Outcomes



## Core Values

The Core Values (Respect, Responsibility, Resilience, Integrity, Care and Harmony) are fundamental for a person of good character and a useful citizen of Singapore. They guide students to discern between right and wrong, help them to make responsible choices and become more aware of their roles in society. The CCE Core Values (Figure 2) are derived from Our Shared Values, the Singapore Family Values, Singapore 21 Vision and the National Education messages.

At the Pre-University level, students are entering adulthood and are required to demonstrate critical and inventive thinking by taking into consideration multiple perspectives relating to personal, social, national and global issues. Students need to empathise with how these issues affect the larger community they live in, practise sound values and develop the moral courage to take a stand to demonstrate their convictions.

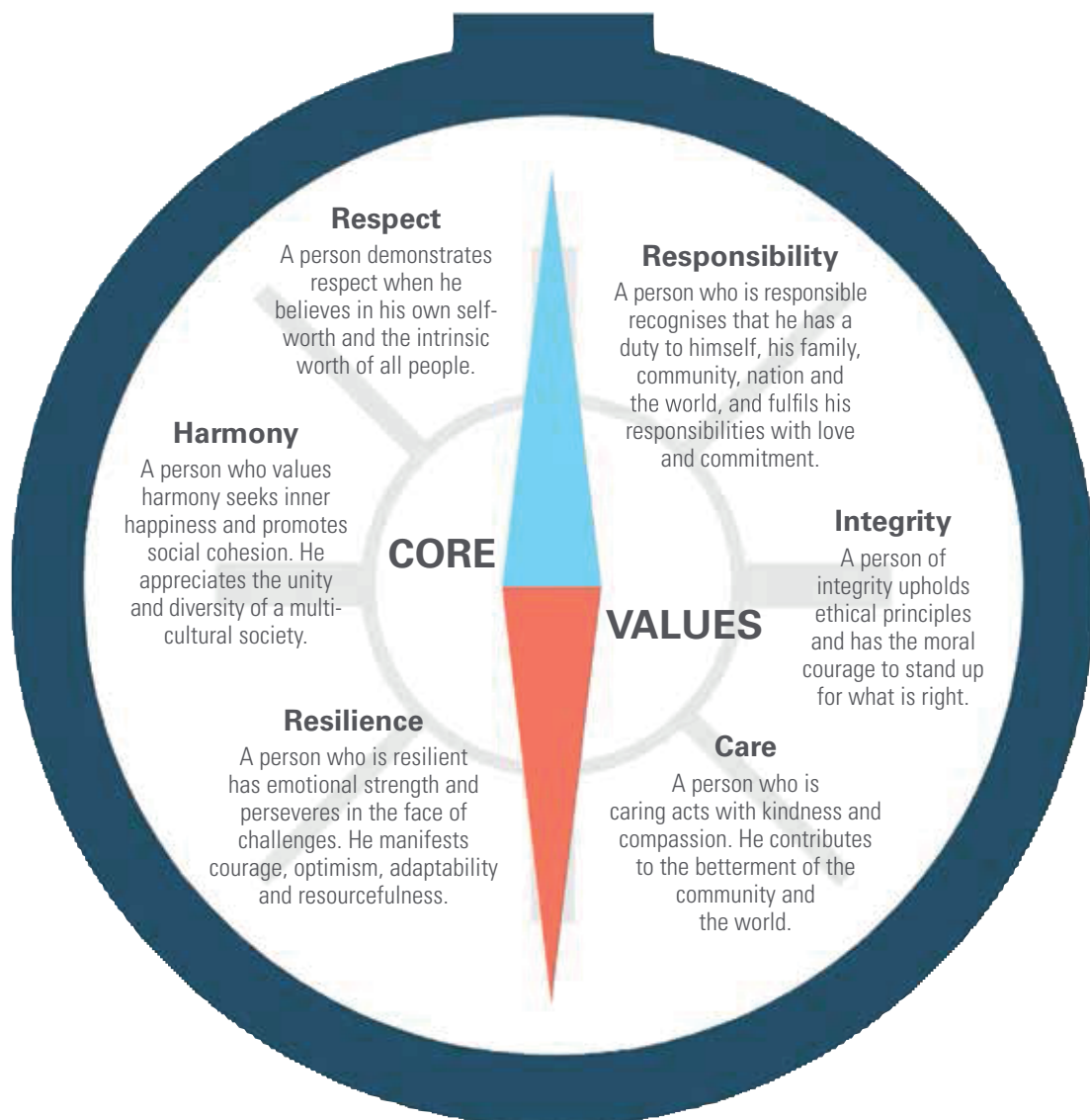


Figure 2: Core Values

## Social and Emotional Competencies

Social and Emotional Learning (SEL) is the acquisition of skills needed to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.<sup>4</sup>

Social and Emotional Competencies (Figure 3) can be categorised into five interrelated domains: Self-Awareness, Self-Management, Social Awareness, Relationship Management and Responsible Decision-Making. The domains of Self-Awareness and Self-Management relate to the understanding of the self which helps in managing one's time, emotions, personal behaviours and responsibilities, thus demonstrating the value of resilience and contributing to wellness. The domains of Social Awareness and Relationship Management relate to one's social interactions. In Responsible Decision-Making, moral and ethical choices have to be made with regard to how one handles oneself, relates to peers and the community, and deals with challenging situations.

At the Pre-University level, students need to exercise personal leadership, develop strong relationship management competencies, display effective team communication and resolve conflicts. In their daily interactions online, students need to understand and appreciate the power of social media and the diverse groups of audience they are relating to, and be responsible when making their views public in online spaces.

As students develop their sense of self and purpose, they will take greater ownership of higher education pathways and career planning.



Figure 3: Social and Emotional Competencies

<sup>4</sup> Collaborative for Academic, Social and Emotional Learning (CASEL)

## Emerging 21st Century Competencies

The skills related to citizenship competencies are articulated in the components of the domain of Civic Literacy, Global Awareness and Cross-cultural Skills in the Framework for 21st Century Competencies and Student Outcomes. They enable students to function effectively as concerned citizens who stay rooted to Singapore (Figure 4). This aligns with the goal of CCE to nurture our students to be citizens of good character.

Pre-University students should be able to discuss community and national issues, consider their implications, and independently initiate and organise programmes to address community and social issues. They should also be able to analyse global trends and their implications for Singapore and other countries, display socio-cultural and religious sensitivity and awareness to work together with people with diverse backgrounds within and beyond Singapore, and contribute to promoting Singapore's social cohesion.



Figure 4: Components of the Civic Literacy, Global Awareness and Cross-Cultural Skills





## The CCE Learning Outcomes

The Learning Outcomes (LOs) of CCE state what we want our students to aspire after and achieve in their lives. The Core Values and the six National Education messages are embedded in the eight LOs.

The eight Learning Outcomes are shown below:

LOs 1 to 4 depict different aspects of character-building that are interrelated and feature Social and Emotional Competencies.



Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

Act with integrity and make responsible decisions that uphold moral principles

Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

Be resilient and have the ability to turn challenges into opportunities

LOs 5 to 8 are guided by key tenets of 21st century citizenship and arranged according to attributes of citizenship such as identity, culture, and active and responsible engagement as a member of society.



Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building

Value Singapore's socio-cultural diversity, and promote social cohesion and harmony

Care for others and contribute actively to the progress of our community and nation

Reflect on and respond to community, national and global issues, as an informed and responsible citizen

These Learning Outcomes apply across the Primary, Secondary and Pre-University levels. The mapping of these Learning Outcomes to the Desired Outcomes of Education, Core Values, Social and Emotional Competencies and Key Stage Outcomes from Primary to Pre-University levels is shown in the table below:

LO	Learning Outcomes for CCE	Desired Outcomes of Education	Key Stage Outcomes			Core Values	Social and Emotional Domains
			Primary	Secondary	Pre-University		
L01	Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness	A <b>confident person</b> who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgement, thinks independently and critically, and communicates effectively.  A <b>self-directed learner</b> who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning.	Take pride in their work	Take responsibility for their own learning	Be purposeful in the pursuit of excellence	Responsibility	Self-Awareness, Self-Management
			Have healthy habits and an awareness of the arts	Enjoy physical activities and appreciate the arts	Pursue a healthy lifestyle and have an appreciation for aesthetics		
			Be able to distinguish right from wrong	Have moral integrity	Have moral courage to stand up for what is right		
L02	Act with integrity and make responsible decisions that uphold moral principles		Be able to cooperate, share and care for others	Be able to work in teams and show empathy for others	Be able to collaborate across cultures and be socially responsible	Integrity	Responsible Decision-Making
L03	Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect		Know their strengths and areas for growth	Believe in their abilities and be able to change	Be resilient in the face of adversity	Respect	Social Awareness, Relationship Management
L04	Be resilient and have the ability to turn challenges into opportunities		Have a lively curiosity about things	Be creative and have an inquiring mind	Be innovative and enterprising	Resilience	Self-Awareness, Self-Management, Social Awareness, Relationship Management, Responsible Decision-Making

LO	Learning Outcomes for CCE	Desired Outcomes of Education	Key Stage Outcomes			Core Values	Social and Emotional Domains
			Primary	Secondary	Pre-University		
L05	Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building	An <b>active contributor</b> who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.  A <b>concerned citizen</b> who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role to better the lives of others around him.	Know and love Singapore	Believe in Singapore and understand what matters to Singapore	Be proud to be Singaporeans and understand Singapore in relation to the world	Responsibility	Self-Awareness, Social Awareness
L06	Value Singapore's socio-cultural diversity, and promote social cohesion and harmony		Be able to cooperate, share, and care for others	Be able to work in teams and show empathy for others	Be able to collaborate across cultures and be socially responsible	Respect, Harmony	Self-Awareness, Social Awareness, Relationship Management
			Be able to think for and express themselves confidently	Be able to appreciate diverse views and communicate effectively	Be able to think critically and communicate persuasively		
L07	Care for others and contribute actively to the progress of our community and nation		Know their strengths and their areas for growth	Believe in their abilities and be able to adapt to change	Be resilient in the face of adversity	Responsibility, Care	Relationship Management
		Be able to cooperate, share, and care for others	Be able to work in teams and show empathy for others	Be able to collaborate across cultures and be socially responsible			
		Have a lively curiosity about things	Be creative and have an inquiring mind	Be innovative and enterprising			
L08	Reflect on and respond to community, national and global issues, as an informed and responsible citizen	Be able to distinguish right from wrong	Have moral integrity	Have moral courage to stand up for what is right	Respect, Responsibility	Social Awareness	
		Be able to think for and express themselves confidently	Be able to appreciate diverse views and communicate effectively	Be able to think critically and communicate persuasively			
		Know and love Singapore	Believe in Singapore and understand what matters to Singapore	Be proud to be a Singaporean and understand Singapore in relation to the world			





## Components in CCE for Pre-University

Pre-University CCE comprises:

- **CCE Lessons:** Lessons conducted in the classroom during time-tabled curriculum time based on topics in this syllabus.
- **Cohort-level CCE:** Cohort learning experiences relating to CCE, such as assembly programmes, lessons on personal or leadership development frameworks, career fairs, etc.
- **Customised CCE Learning Experiences:** Other learning experiences, not taking place at the cohort level, which fulfil the goals of CCE.

Each of these components should be guided by the eight CCE Learning Outcomes and the Framework for 21st Century Competencies and Student Outcomes (21CC).

To facilitate and structure these learning experiences, the CCE syllabus highlights three Focus Areas:

- Moving Singapore Forward
- Making a Difference
- Being Ready for the Future

The total curriculum time for CCE is 80 hours over a period of 2 years (for JC) / 3 years (for CI). The CCE syllabus will be delivered through 40 hours of CCE lessons and 40 hours of cohort-level CCE. Customised CCE learning experiences will vary from student to student. Please see Figure 5.



Figure 5: Curriculum Time for Pre-University CCE

The following table provides more information about the various components of the Pre-University CCE curriculum.

	CCE Lessons	Cohort-level CCE	Customised CCE Learning Experiences
Description and Examples of Activities	Classroom lessons which provide for in-depth discussion of topics and themes detailed in this syllabus.	Cohort-level learning experiences which provide opportunities to extend the learning and cover other issues which are meaningful for all students in the school.	Other programmes, not at cohort level, which provide opportunities for students to put their learning into practice and deepen their learning with respect to specific needs and interests.
Curriculum Time	40 hours of time-tabled curriculum time over 2 years.	40 hours over 2 years.	Varies from student to student.
Comprising	<ul style="list-style-type: none"> <li>• 9 hours of CCE lessons on other topics as detailed in the syllabus</li> <li>• 9 hours of lessons on Education and Career Guidance (ECG)</li> <li>• 8 hours of lessons on the 4 National Education Commemorative Days</li> <li>• 6 hours of lessons on Values in Action planning and reflection</li> <li>• 6 hours of lessons on Sexuality Education (Growing Years)<sup>5</sup> (details in separate syllabus)</li> <li>• 2 hours of lessons on Cyber Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hours of Sexuality Education (eTeens)</li> <li>• 3 hours dedicated to organising 2 Dialogue Sessions with office-holders and senior civil servants over 2 years</li> <li>• 1 hour of experiential learning to provide national perspectives on social integration</li> <li>• At least 34 hours of other cohort-level learning experiences organised by the school, for example: <ul style="list-style-type: none"> <li>- assembly programmes</li> <li>- lessons on school values</li> <li>- leadership development programmes for the entire cohort</li> <li>- career and further education fairs</li> <li>- talks on issues related to Cyber Wellness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Execution of Values in Action projects</li> <li>• Participation in CCAs</li> <li>• Other learning experiences and programmes such as: <ul style="list-style-type: none"> <li>- leadership training for student leaders</li> <li>- work attachments and internships</li> <li>- Cyber Wellness Student Ambassador Programme</li> <li>- infusion of CCE within academic subjects</li> </ul> </li> </ul>
Specific Content and Objectives	Based on the three Focus Areas, themes and topics specified in the syllabus. (Sexuality Education has a separate set of objectives which have been developed to address specific developmental needs of students.)	Can take reference from the three Focus Areas, Standards and Benchmarks for SEL and 21st Century Competencies and Student Outcomes, and various school-based student development frameworks.	

<sup>5</sup> Within the 80 hours of CCE curriculum time, 8 hours must be set aside for Sexuality Education (SEd): 3 hours for Growing Years (GY) and 2 hours for eTeens in Year 1, and 3 hours for GY in Year 2. A separate set of syllabus and instructional materials have been developed for SEd to meet the developmental needs of Pre-University students.





## Guiding Principles for Teaching and Learning of CCE

These principles guide the teaching and learning of CCE in the classroom. They also provide useful reference points in designing the CCE programme in schools and building a school culture which is developmentally and pedagogically appropriate for CCE at the Pre-University level:

### **Contextualised, age-appropriate and customised content which is current and future-oriented**

In the design of the CCE learning experiences for post-Secondary students, age-appropriateness is a critical consideration. The Pre-University CCE syllabus builds upon students' learning from CCE in Primary and Secondary School, and recognises students' greater intellectual and emotional maturity. In Pre-University, students are expected to delve deeper to uncover the layers of complexity underlying issues, and analyse and evaluate the various perspectives.

The learning of values and skills should be contextualised through life experiences that students undergo, the discussion of issues of wider significance, and the provision of opportunities for students to reflect on how they can apply their learning to their future roles in society. Learning should be customised to reflect current affairs and issues, and the interests of students; and to connect with other elements of the total curriculum in school.



# 1

### **Encourage other-centredness and contribution to the community**

CCE in Pre-University encourages students to learn about and live out values by considering the perspectives and needs of others, and making a sustained and sustainable contribution to the community. Developing personal skills and competencies will be explored from the perspective of how this would enable students to make a meaningful difference to the lives of others. Through classroom discussions, structured learning experiences, and various forms of involvement with the community, students learn how their actions, efforts, convictions and goals also impact the concerns of others and issues the community is facing. This will help lay the foundations for students to develop into effective, compassionate leaders who have empathy for others and are firmly grounded in values.



# 2

### **Learning experiences should engage students in discussion, and be participatory and collaborative**

In Pre-University, students should be engaging with issues which afford a large range of perspectives, are connected to other issues, and submit to no fixed pattern of analysis or evaluation. Each student brings a unique view, based on their reading and knowledge, previous experience, and personal convictions. CCE lessons should therefore create the environment and provide the context for the open sharing of these views, so that each student can speak with passion, debate with civility, respect the views of others, and graciously agree to disagree once the issues have been clarified. The teacher has a key role as facilitator in designing a safe and open learning environment and rich experiences to support such interactions, and guiding constructive and balanced discussions of perspectives.



# 3

## Pedagogy

The CCE pedagogy is based on students learning through constructing and reflecting upon their own understanding and knowledge of the world. As articulated in the Guiding Principles, learning experiences should be open-ended, participatory and collaborative to make the learning meaningful for Pre-University students.

Teachers can use a repertoire of approaches and select relevant instructional strategies to engage students in the learning of CCE. They could encourage students to apply critical and inventive thinking skills learnt in other subjects. The following pages provide a list of teaching approaches and instructional strategies which could be used in the classroom to bring about learning in CCE.

As Pre-University students are to take the initiative to lead and contribute, self-assessment and peer assessment should play a large role in the assessment of Pre-University students. They should be involved in reflecting on and making judgements of their own performance, monitoring their own progress and learning to set goals for themselves and for others.

Teachers should guide students in this developing process of self-assessment and peer assessment by facilitating students' design of clear assessment criteria, processes and strategies, and guiding them to frame their goals in terms of values, skills and attitudes which are future-oriented and equip them to have a positive influence on others.

## Teaching Approaches

Four teaching approaches are suggested to facilitate the learning of knowledge, skills, values and attitudes in CCE. These approaches can guide teachers in customising and delivering lessons through effective questioning and student engagement strategies. They can be used in combination and adapted according to the needs and interests of students.

### Teaching Approaches:

- Cooperative and Collaborative Learning
- Scenario-Based Inquiry and Case Studies
- Experiential Learning
- Modified Values Clarification

### a. Cooperative and Collaborative Learning

Cooperative learning is an instructional model that requires students to come together as a group to work on a task or to create a product.<sup>6</sup> Collaborative learning emphasises the social interactions while working in groups which are targeted towards deeper knowing.<sup>7</sup> Using these approaches allows students to bring their varied range of interests and breadth of perspectives into their daily interactions and into the classroom. The use of ICT tools also allows students to conduct independent research both in and out of class. Learning experiences should be structured so that such meaningful interactions and co-creation of knowledge can take place.

### b. Scenario-Based Inquiry and Case Studies

Scenario-based inquiry and case studies allow students to apply their knowledge to authentic issues. Using perspective-taking, students are guided to understand the circumstances, feelings and interests of various parties in society and the factors and considerations behind the issues and events depicted in the scenario. Through taking on the role of problem-solver in certain scenarios, students also practise responsible decision-making and develop knowledge, skills, values and attitudes which they can apply to other situations they experience personally.

<sup>6</sup> Cooper, J. (1990). Cooperative learning and college teaching: Tips from the trenches. *The Teaching Professor*, 4(5), 46–47.

<sup>7</sup> Chai C.S., Lim W.Y., So H.J. & Cheah H.M. (2011). *Advancing Collaborative Learning with ICT: Conception, Cases and Design*. Retrieved from <http://ictconnection.moe.edu.sg/ictconnection/slot/u200/mp3/monographs/advancing%20collaborative%20learning%20with%20ict.pdf>.



### c. Experiential Learning

Experiential learning exists when a responsible participant cognitively, affectively, and behaviourally processes knowledge, skills, and/or attitudes in a learning situation characterised by a high level of active involvement.<sup>8</sup> At the Pre-University level, students take greater ownership over designing their own learning experiences through initiating various projects and leading various activities. Teachers should facilitate students' learning from these rich and immediate resources of experience. Students go through the four-stage cycle of experience, observation, conceptualisation and experimentation<sup>9</sup> (see Figure 6); teachers facilitate dialogue and sharing so as to guide students to reflect on the values, skills and attitudes learnt from their experiences and decide how they can apply them in their daily lives.



Figure 6: Experiential Learning Cycle

<sup>8</sup> Hoover, D. & Whitehead, C. (1975). An experiential-cognitive methodology in the first course in management: Some preliminary results. *Simulation Games and Experiential Learning in Action*, 2, 23–25.

<sup>9</sup> Kolb, A.Y. & Kolb, D.A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212.

## d. Modified Values Clarification

The modified values clarification approach involves a step-by-step process that helps students to make informed and responsible decisions based on a sound value system that includes values upheld by society. Students are also stimulated to think about and clarify their values through examining their personal feelings and behaviour patterns using rational thinking, empathy and emotional awareness. At the Pre-University level, students are curious and have the intellectual maturity to enquire into ethical dilemmas and reflect on concepts in moral philosophy. By modelling effective questioning to guide students to clarify their beliefs and values through examining their personal feelings and considering the impact of their actions on others, teachers guide students to learn to ask these questions of each other. Teachers can also use various instructional strategies to enable students to gain awareness of values and beliefs held by others in the classroom or society, and the reasons or experiences which have led them to hold these. With greater awareness, students may reconsider and modify their decisions based on societal and universal perspectives.

The teaching approaches can comprise strategies such as:

- Role-play
- Reflection
- Thinking routines
- Circle processes
- Debates and dialogues
- Group discussions
- Case-based reasoning
- Problem-based learning
- Mock Parliaments / Town Halls
- Computer-based learning



## Three Big Ideas in CCE

The three overarching big ideas of Identity, Relationships and Choices are the core concepts in CCE to enable students to develop key understandings.



Having a sense of identity involves embracing a set of values and ideals. Studies have shown that values make up part of one's self-determination and thus contribute to one's sense of identity.<sup>10</sup> A well-developed identity gives one a sense of one's strengths, weaknesses, and individual uniqueness.<sup>11</sup> It enables students to achieve self-knowledge, take responsibility for their actions and relate well to others.<sup>12</sup> Developing one's self-identity is also foundational to establishing a sense of purpose in life. For example, in the context of one's educational and career planning process, being able to answer the question "Who am I?" would allow students to decide on how best to make decisions about their future professions, since one's career interest is an expression of one's personality.<sup>13-15</sup>

In Stage 3 of cognitive and moral development, which applies to children from the ages of 15 to 18 and is particularly relevant to students at the Pre-University level, students' main concern is to build a personal identity and they are very concerned about how they are perceived by their peers.<sup>16</sup> Self-understanding is based on beliefs, philosophies and thoughts rather than personality qualities.<sup>17</sup> This implies that discussions should include moral dilemmas, and that students should be involved in activities which give them a framework to explore their identity.<sup>18</sup>

<sup>10</sup> Holland, R.W. (2002). Motivated decision making: Effects of activation and self-centrality of values on choices and behaviour. *Journal of Personality and Social Psychology*, 82(3), 434–447.

<sup>11</sup> Marcia, J.E. (1966). Development and validation of ego identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558.

<sup>12</sup> Young, B. (1991). *The Vital Ingredients Of Self-Esteem And How To Develop Them In Your Child*. New York: Rawson Associates.

<sup>13</sup> Super, D.E. (1969). Vocational development theory: Persons, positions, and processes. *The Counselling Psychologist*, 1(1), 2–9.

<sup>14</sup> Holland, J.L. (1959). A theory of vocational choices. *Journal of Counselling Psychology*, 6(1), 35–45.

<sup>15</sup> Holland, J.L. (1985). *Making Vocational Choices: A Theory Of Careers*. Englewood Cliffs, NJ: Prentice-Hall.

<sup>16</sup> Havighurst, R.J. (1953). *Human Development and Education*. New York: Longmans. Erikson, E. (1950). *Childhood and Society*. New York: Norton. Both cited in Vessels, G.G. (1998). *Character And Community Development: A School Planning And Teacher Training Handbook*. Westport, CT: Praeger Publishers.

<sup>17</sup> Damon, W. (1977). *The Social World of the Child*. San Francisco: Jossey-Bass. Cited in Vessels (1998).

<sup>18</sup> Vessels (1998).



Relationships engage students in the community to help them explore who they are and what they can become, and understand how and why they are important to other people. Social constructivists advocate that cognitive development originates from interaction with others.<sup>19,20</sup> In middle and late childhood, children show an increase in perspective-taking ability,<sup>21</sup> which, coupled with empathy,<sup>22</sup> is foundational to relating to others. This should be further developed and built upon for Pre-University students where they learn to take on an increasingly diverse range of perspectives in order to relate to the diverse range of people they will encounter in the world of work and further education. In recognition that relationships with significant others provide relational support and also influence an individual's choice-making,<sup>23</sup> opportunities for students to acquire skills that will enable them to engage in discussions with their significant adults will be built into the curriculum. This will allow for students to engage their parents and other significant adults in conversations about their aspirations.

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<sup>19</sup> Vygotsky, L.S. (1962). *Thought And Language*. Cambridge, MA: MIT Press.

<sup>20</sup> Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioural change. *Psychological Review*, 84(2), 191–215.

<sup>21</sup> Selman, R. (1980). *The Growth Of Interpersonal Understanding*. New York: Academic Press.

<sup>22</sup> Preston, S.D. & de Waal, F.B.M. (2002). Empathy: Its ultimate and proximate bases. *Behavioral and Brain Sciences*, 25, 1–72.

<sup>23</sup> Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.



Values guide one's choices; and choices reveal a person's character and value system. Choices, which influence one's behaviour, are based on values.<sup>24</sup> Students need values to make choices and understand why certain choices are right or wrong.<sup>25</sup> At the same time, choices are necessary to help students act upon values and do what they believe to be right, even in the face of pressure and temptation.<sup>26</sup> Thus, choices are platforms that enable students to apply and clarify their values.

At the Pre-University level, students have the intellectual maturity to be able to consider more complex choices, both those which affect them personally and those that take place at the societal or national level. Pre-University students also need to make important choices regarding educational options. Research indicates that individual characteristics, environmental factors and learning experiences shape such a decision-making process.<sup>27</sup> Choices may also be influenced by gender stereotypes or prestige levels of education and work.<sup>28</sup> Students need to explore and be sensitised to such factors and assumptions as they could potentially influence and impact students' future career paths.

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<sup>24</sup> Shaver, J.P. & Strong, W. (1976). *Facing Value Decisions: Rationale-building For Teachers*. Belmont, CA: Wadsworth.

<sup>25</sup> Berkowitz, M. & Bier, M. (2006). *What Works In Character Education: A Research-driven Guide For Educators*. Washington, DC: Character Education Partnership.

<sup>26</sup> Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect And Responsibility*. New York: Bantam.

<sup>27</sup> Krumboltz, J.D. (1979). A social learning theory of career decision making. Revised and reprinted in A.M. Mitchell, G.B. Jones & J.D. Krumboltz (Eds.), *Social Learning And Career Decision Making*. Cranston, RI: Carroll Press.

<sup>28</sup> Gottfredson, L.S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counselling Psychology (Monograph)*, 28(6), 545–579.

## Key Understandings and Overarching Questions

Key understandings and overarching questions are crafted to unpack each big idea. Overarching key questions are identified to guide and stimulate discussions in the classroom.



### Synopsis

Identity, Relationships and Choices are interconnected and impact one another.

- Students need to know who they are in order to relate positively to others.
- The relationships they forge shape their identity and influence the choices they make.
- The ability to make good choices impacts their understanding of their own identity and the relationships they form.

The three big ideas need to be anchored on values to form the support structure for students to live their lives as persons of good character and useful citizens in a globalised world.



### Key Understandings

(These are what students need to know.)

Students will understand that

- Identity is complex.
- Identity shapes perceptions and relationships.

Students will understand that

- Relationships are fundamental to life.
- Relationships require commitment.

Students will understand that

- Choices shape character.
- Choices affect self and others.

### Overarching Questions

(These questions guide students to develop the key understandings.)

- What defines me?
- What are my values, convictions and goals?

- How do I build relationships in a diverse and complex environment?
- How do my relationships affect others and me?

- How do I live out my values and convictions?
- How do I make discerning choices and act on them to take care of the well-being of the community?





## Three Focus Areas in CCE for Pre-University

The three Focus Areas provide the themes and topics to structure CCE classroom lessons. These themes and topics could also be used in conjunction with the CCE Learning Outcomes and Framework for 21st Century Competencies and Student Outcomes to design cohort-level CCE and customised CCE learning experiences.

Each Focus Area suggests some learning contexts which can be used to contextualise students' learning. These learning contexts include materials which students could discuss, learning experiences in school, and students' life experiences.

The three Big Ideas, Key Understandings and Overarching Questions (see Section E) apply across all three Focus Areas.

The Focus Areas are divided into themes. An explanation is provided for why each theme is important for Pre-University students' learning. Each theme is further divided into topics. Learning objectives for each topic define the competencies, values and attitudes we want students to acquire, and exploratory questions are suggested questions which can be used to structure discussions and learning experiences for students to achieve these learning objectives. A summary of the Focus Areas is shown in the following pages.

## FOCUS AREA 1 MOVING SINGAPORE FORWARD

Our country's survival, stability and growth depend on how we understand and appreciate it in relation to the world. We should reflect on the context of the nation and society we live in, as well as the role we can play now and in the future. In so doing, we will understand our community's and nation's needs and how we can respond through contributing to their progress.



### **THEME** Principles of Governance and Key National Policies

- TOPICS**
- Principles of governance
  - Today's policy-making environment
  - Case studies on key national policies:  
The annual parliamentary Budget debate and the National Day Rally

### **THEME** Understanding Our Challenges and Opportunities

- TOPICS**
- Keeping our nation safe, secure and harmonious – past, present, and future
  - Singapore on the world stage
  - Active citizenry in the digital future
  - Sustainable growth, progressing together

### **THEME** A Singapore Identity?

- TOPICS**
- The heart of a Singaporean
  - What is the Singapore identity?

## FOCUS AREA 2 MAKING A DIFFERENCE

Leadership is taking responsibility and ownership of society. This means serving others, and leading through service. Through contributing to the community, we demonstrate social responsibility, and develop values, attitudes and competencies which enable us to take responsibility for and ownership of society.



### **THEME** Leaders Who Serve

- TOPICS**
- The motivation to lead
  - The person and work of a leader

### **THEME** Exploring and Acting on Community and Social Issues

- TOPICS**
- Community and social issues today
  - Context of our Values in Action efforts
  - Developing leadership through Values in Action

### **THEME** Advocacy for Good

- TOPICS**
- Motivating and inspiring others
  - Core of a changemaker

## FOCUS AREA 3 BEING READY FOR THE FUTURE

Having understood the context which influences the future we live in and considered how we can contribute, we need to prepare ourselves to create this future. To thrive in the working world or in further education, we want to be purposeful in pursuing our passion, be other-centred, be of strong character and develop the attitude of lifelong learning as we contribute meaningfully to our family, the community and society.



### THEME My Career Identity

- TOPICS**
- Defining who I am
  - Clarifying my career-life plan
  - Engaging significant others
  - Enhancing my employability

### THEME Working in a Globalised World

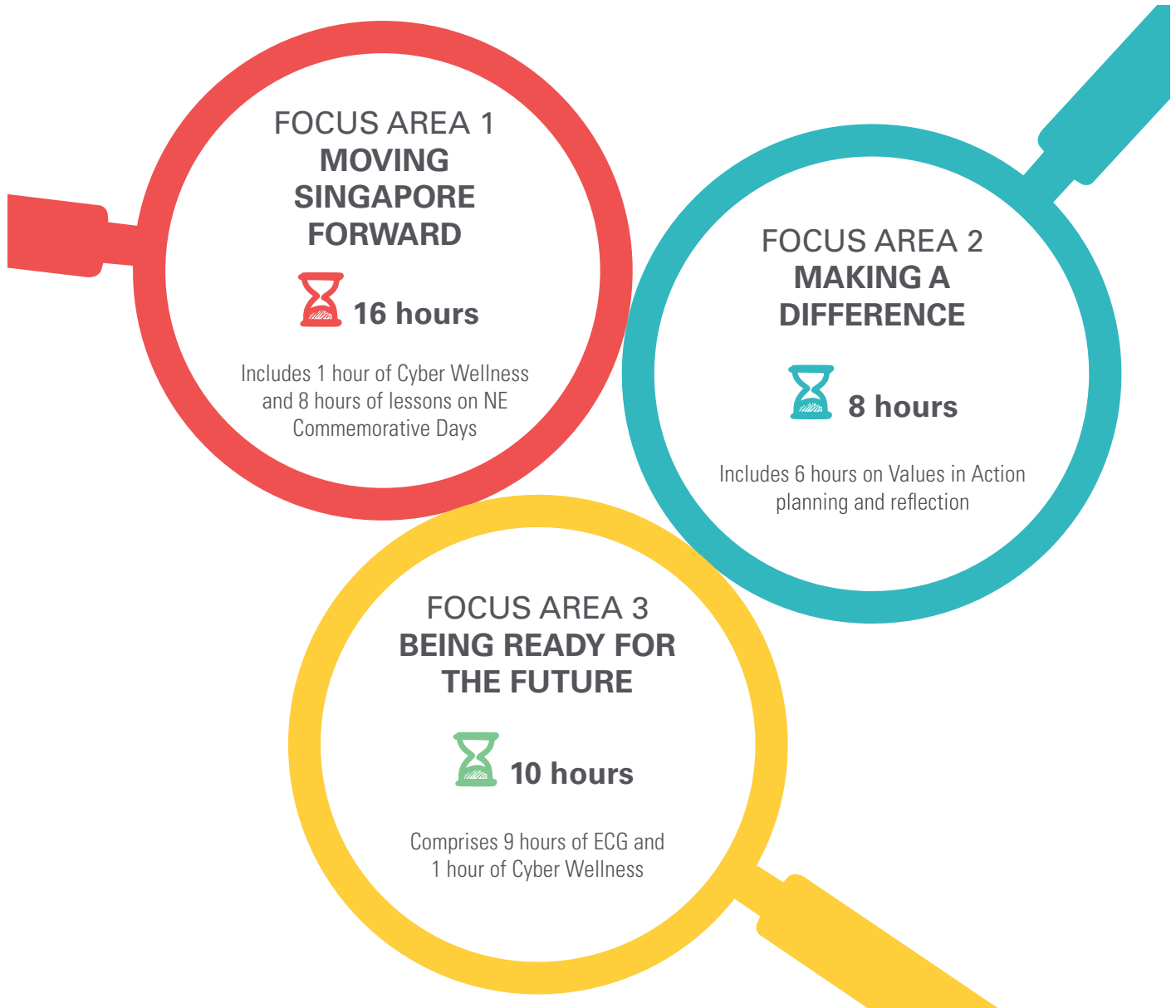
- TOPICS**
- Relating to others in diverse contexts
  - Work ethics
  - Valuing creative work

### THEME Preparing for the Changing Landscape

- TOPICS**
- Understanding the education and industry landscape
  - Career resilience in the evolving economy
  - Developing decision-making readiness

Each CCE lesson could combine elements from these topics, themes, and even the Focus Areas. The diagram below shows the suggested number of hours of CCE lessons in each Focus Area.

 Recommended number of hours<sup>29</sup>

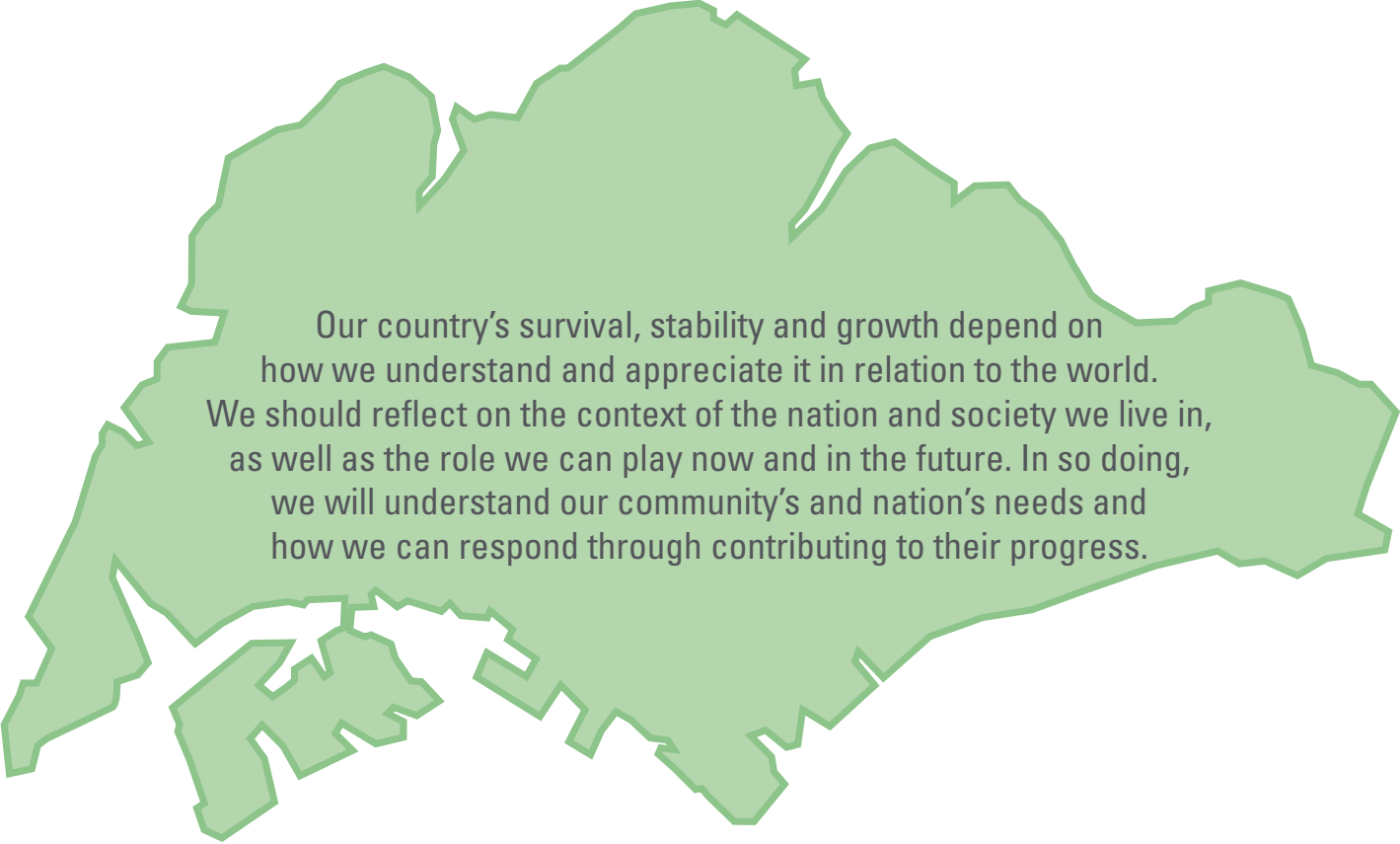


<sup>29</sup> The remaining 6 hours of CCE lessons should be set aside for carrying out classroom lessons on Sexuality Education. A further 2 hours in cohort-level CCE will be dedicated to carrying out the eTeens programme for Sexuality Education.



FOCUS AREA 1

# Moving Singapore Forward



Our country's survival, stability and growth depend on how we understand and appreciate it in relation to the world. We should reflect on the context of the nation and society we live in, as well as the role we can play now and in the future. In so doing, we will understand our community's and nation's needs and how we can respond through contributing to their progress.

**Some  
suggested  
learning  
contexts:**

- Commemoration of four NE Commemorative Days
- Camp visits and talks on National Service
- Celebrations of festivals
- Online discussions about issues pertaining to Singapore's harmony and stability
- Discussions of laws related to the use of digital technologies (e.g. Protection from Harassment Act, Data Protection Act)
- Case studies highlighting:
  - Policy-making considerations
  - Incidents connected to key national policies
  - Impact of digital technologies on society and self
- Policy-making exercises and simulations
- Dialogues on governance and policy issues
- Experiential learning to provide national perspectives on social integration



# THEME 1 Principles of Governance and Key National Policies

*Why this theme is important:*

Singaporeans have been increasingly engaged in discussions about national policies in Singapore in recent years. To seek greater understanding and clarity in these discussions, students will need to be given the opportunity to examine the key principles of governance that influence policy-making in Singapore. Through exploring various key principles of governance and how they have been interpreted over the years, students will seek to better understand the principles required for future policy-making that will be even more crucial for Singapore's continued progress and relevance both internally and in relation to the world.

 *Topic*

## PRINCIPLES OF GOVERNANCE



★ *Learning Objectives*

Students will:

- Understand and explore Singapore's key principles of governance in the policy-making process
- Consider how these principles of governance influence the government's past and current key national policies in response to national and international issues

? *Exploratory Questions*

- What is unique about Singapore's principles of governance? How far are these principles a response to our unique historical and political circumstances?
- To what extent are the principles of governance demonstrated in national policies and in the policymaking process?
- To what extent are the principles of governance still relevant today?

 *Topic*

## TODAY'S POLICY-MAKING ENVIRONMENT



★ *Learning Objectives*

Students will:

- Come to a balanced understanding of how all policies and choices involve trade-offs
- Explore how policies and practices articulate Singapore's shared values and priorities

? *Exploratory Questions*

- Why is the process of policy-making so important to the lives of Singaporeans?
- How are our national policies related to the priorities of various interest groups and organisations in the nation?
- From looking at national policies and choices, what are some trade-offs which have to be made? To what extent are these trade-offs necessary?
- How can we get Singaporeans to be more involved in policy-making to create better policies on the ground for the nation?

## THEME 1 Principles of Governance and Key National Policies

### Topic

#### CASE STUDIES ON KEY NATIONAL POLICIES: THE ANNUAL PARLIAMENTARY BUDGET DEBATE AND THE NATIONAL DAY RALLY



### ★ Learning Objectives

Students will:

- Analyse the annual Budget debate and the National Day Rally to gain a greater understanding of how decisions are made at the national level to meet various needs of the people
- Explore how the Budget debate and National Day Rally influence the direction Singapore is taking for the future

### ? Exploratory Questions

- Why are the annual Budget debate and National Day Rally so important to Singapore and people living in Singapore? What impact do they have on the lives of various groups of people?
- How are the Budget debate and the National Day Rally platforms to discuss national identity and the relationships between various groups of people living in Singapore? What other platforms exist for such discussions to take place?
- What are the issues addressed? To what extent are the measures proposed an effective way of addressing these issues? What other measures could be considered?
- What is our role in responding to the issues highlighted in the speeches?

## THEME 2 Understanding Our Challenges and Opportunities

*Why this theme is important:*

Singapore's development has been built on certain fundamentals, for instance, defence, security, harmony, economic growth and skilful diplomacy. Students have a stake in, and play a key part in constructing, Singapore's future. As they grow up in a challenging and changing world, it is important for them to consider and reconsider these fundamentals, how these developed and how these need to be interpreted, and if necessary adapted, for Singapore to flourish in today's context and that of the future. They should also understand how Singapore is made up of different individuals and groups who may have different goals and priorities, and the need to explore how these relate to each other, for Singaporeans to progress together. This will allow them to discuss, and if possible define, their roles in influencing Singapore's survival and flourishing.

### Topic

**KEEPING OUR NATION SAFE, SECURE AND HARMONIOUS  
– PAST, PRESENT, AND FUTURE**



### ★ Learning Objectives

Students will:

- Analyse how various aspects of Total Defence interact and are in tension with one another
- Analyse and evaluate the challenges to racial and religious harmony in today's world
- Explore how, in an increasingly interconnected world, online threats can relate to various aspects of Total Defence and racial and religious harmony

### ? Exploratory Questions

- Why should I keep the nation safe, secure and harmonious? What is my role in Total Defence?
- How is National Service a key contributor to Total Defence and to racial and religious harmony? What is my role with respect to National Service?
- How can the nation and its people carry out Total Defence and promote racial and religious harmony in today's interconnected world? Should Total Defence and racial and religious harmony continue to be emphasised in Singapore?
- How can citizens moderate and regulate online discussions to enable constructive conversation about issues pertaining to Total Defence and to racial and religious harmony in Singapore?

## THEME 2 Understanding Our Challenges and Opportunities

### Topic

#### SINGAPORE ON THE WORLD STAGE



### ★ Learning Objectives

Students will:

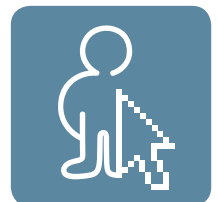
- Analyse and evaluate how Singapore is affected by regional and global events, and what this reveals about our strengths and weaknesses in the global arena
- Analyse and evaluate Singapore's foreign policy choices and how these have developed over the years

### ? Exploratory Questions

- What are some key global developments which have affected how Singapore relates to other countries?
- What are some current or potential threats which threaten Singapore's sovereignty?
- What are some opportunities in the global arena which Singapore has been able to leverage on?
- What are our strengths and weaknesses relative to other countries? How have these helped to define our foreign policy decisions?

### Topic

#### ACTIVE CITIZENRY IN THE DIGITAL FUTURE



### ★ Learning Objectives

Students will:

- Analyse and evaluate the social, ethical and legal implications of current and emerging digital technologies on the self and community
- Explore ways to address these issues collectively to promote safe and responsible use of digital technologies

### ? Exploratory Questions

- What are some opportunities and threats in tomorrow's digital world?
- How can current and emerging digital technologies influence personal well-being?
- How can students collectively create greater awareness of the opportunities and threats that digital technologies can pose to the community and play a more significant role to help Singapore flourish in the digital future?

## THEME 2 Understanding Our Challenges and Opportunities

### *Topic*

### **SUSTAINABLE GROWTH, PROGRESSING TOGETHER**



### *Learning Objectives*

Students will:

- Evaluate various measures of success and articulate how these express their own goals and aspirations, and those of others
- Understand how collective efforts relate to individual efforts in pursuit of our individual and shared goals

### *Exploratory Questions*

- Are the things that I value similar to what other Singaporeans seem to value? How do I relate to people whose goals and priorities compete or conflict with my own?
- Have there been changes over the years in the things that Singaporeans value? How have these affected the Singapore identity?
- To what extent are efforts to encourage each person to excel in their own unique way successful? How far are these efforts conducive to the flourishing of Singapore?
- What are some choices I can make in order to contribute to the flourishing of my community?

## THEME 3 A Singapore Identity?

*Why this theme is important:*

As Singapore grows as a nation, our conception of what makes us Singaporean may develop, or change. Amid growing cosmopolitanism and interconnectedness, what constitutes the core of the Singapore identity may become increasingly debatable. It is important for students to discuss this issue of the Singapore identity now, and come to a balanced and informed perspective about what the Singapore identity means to them.

 *Topic*

### THE HEART OF A SINGAPOREAN



★ *Learning Objectives*

Students will:

- Explore the values and attitudes demonstrated by members of the Singapore community today, and how these are similar and different to those in the past
- Explore how these values and attitudes contribute to building a Singapore community and what kind of community this would be like

? *Exploratory Questions*

- What are some key traits I appreciate about people in Singapore today? Are these different from those of the past? Why?
- What values and attitudes define the way I interact with others in Singapore? How are these unique to Singapore?
- How can I develop and demonstrate these values and attitudes to build a strong Singapore community?

 *Topic*

### WHAT IS THE SINGAPORE IDENTITY?



★ *Learning Objectives*

Students will:

- Analyse and evaluate how an increasingly diverse society creates opportunities and challenges for a national identity
- Reflect on what it means to be a Singaporean in a globalised world


? *Exploratory Questions*

- Is a Singapore identity important? Why or why not?
- What are some things which are commonly seen as defining the Singapore identity? To what extent do you agree that they do?
- Can we be both a global citizen and a rooted Singaporean? Why or why not?
- What is my role in helping to shape and construct the Singapore identity? Why should I do so?

FOCUS AREA 2

# Making a Difference





Leadership is taking responsibility and ownership of society. This means serving others, and leading through service. Through contributing to the community, we demonstrate social responsibility, and develop values, attitudes and competencies which enable us to take responsibility for and ownership of society.

#### Some suggested learning contexts:

- Case studies on:
  - Leaders, inspiring individuals and effective communicators (local and foreign)
  - Advertisements, campaigns and national drives to learn about motivation and persuasion
  - The responsible use of social media and new media tools in communication and influencing others
- Reflections from school camps or planning school activities
- Reflections from CCAs
- Talks by inspiring individuals
- Student leader elections
- Research projects on social and community issues
- Facilitating learning for younger students
- Values in Action planning and reflection
- Execution of Values in Action projects
- Conversations with Values in Action partners
- Overseas Values in Action projects
- Cyber Wellness Student Ambassador Programme



# THEME 1 Leaders Who Serve

*Why this theme is important:*

Leadership is not filling a position, but making a positive difference through influencing others. Leaders whom we respect and can learn from come from a variety of contexts and situations. Studying a wide range of leaders allows for exploration of diverse leadership styles and circumstances. It also shows that there are foundational attributes of good leadership – the desire to influence others positively, resilience and adaptability in the face of adversity and complexity, and a willingness to serve and to learn from others. Students could then be guided to consider the question “What kind of leaders does Singapore, and the world, need today?”

## Topic

### THE MOTIVATION TO LEAD

## Learning Objectives

Students will:

- Reflect on their personal motivation and readiness to lead
- Understand that long-lasting, positive influence is created by leaders who are driven by a desire to serve the needs of others and guide them to reach their goals

## Exploratory Questions

- What is the definition of a leader?
- What drives leaders to lead and make a difference? Are there motivations which are more appropriate than others?
- Should we choose our leaders, or choose to be leaders? Why?



## THEME 1 Leaders Who Serve

### Topic

#### THE WORK OF A LEADER



### ★ Learning Objectives

Students will:

- Explore the similarities and differences between leaders in various fields, in the past and in the present
- Propose attitudes and attributes which are required in the leaders of the Singapore of the future and consider how they can develop these

### ? Exploratory Questions

- What are the common traits of leaders in various fields? Are there some attributes of leaders which are appropriate in some fields, and not others?
- What criteria and methods do leaders use to make choices? How can leaders choose between good and good, or between bad and bad?
- How can leaders exercise influence responsibly?
- What attitudes and attributes are needed in the leaders of Singapore in the various fields? How can I develop some of these attributes of leadership? Why should I do so?

## THEME 2 Exploring and Acting on Community and Social Issues

*Why this theme is important:*

Each community and social issue exists in a complex network of other community and social issues. The interactions between various issues and interests in society have to be recognised, analysed and evaluated, for maximum leverage and efficiency of efforts to contribute to the community. Such complexity and interconnectedness should be recognised, utilised and celebrated.

Through Values in Action, students are guided to take ownership of an issue they care about, exercise social responsibility in their spheres of influence, and play their part through meaningful contribution to the community. Following up on Values in Action in Secondary School, students at the Pre-University level will be guided to reflect deeply on how they choose the issues they focus on, how they use synergy and tap on interconnected issues and interests for maximum impact, and how they can use Values in Action as a platform to develop leadership attitudes and attributes in themselves.

### Topic

## COMMUNITY AND SOCIAL ISSUES TODAY



### ★ Learning Objectives

Students will:

- Reflect on the social and community issues they care about and why
- Analyse how various community and social issues are related to each other and various other trends in society

### ? Exploratory Questions

- What social and community issues do I care about? What does this show about my values, convictions and experiences?
- How do I find out and be updated about the needs of our society?
- What are the root causes of social and community issues?
- How are various social and community issues related to each other?
- What do these community and social issues tell us about our nation as a whole?

## THEME 2 Exploring and Acting on Community and Social Issues

### Topic

#### CONTEXT OF OUR VALUES IN ACTION EFFORTS



### ★ Learning Objectives

Students will:

- Identify their spheres of influence, key leverage points and areas of maximum synergy
- Choose social or community issues to make a difference to, and evaluate various means of acting on these

### ? Exploratory Questions

- What is my role in addressing social and community issues? What strengths do I have which equip me to contribute towards the needs I see?
- How do I choose a social or community issue to focus on? What factors should I consider when identifying strategies to bring about change and to create online and real world impact?
- How can I work with various organisations to have a sustainable impact when addressing various social and community issues?
- How can I have maximum positive impact in today's connected world?

### Topic

#### DEVELOPING LEADERSHIP THROUGH VALUES IN ACTION



### ★ Learning Objectives

Students will:

- Independently initiate, plan and organise school and community activities and programmes which have a sustained impact
- Reflect on how learning from Values in Action is relevant to their present and future roles

### ? Exploratory Questions

- How have my efforts had an impact on the community? How can I ensure they continue to have an impact?
- How has my identity been formed through my Values in Action experiences? What have I learnt about myself as a leader?
- By working together to address community and social issues, how are my relationships with my peers developing?

## THEME 3 Advocacy for Good

*Why this theme is important:*

Pre-University students should be advocates for what is good – inspiring and motivating others, through various means, to action and to change their mindsets. The ability to inspire and motivate can be learnt to a certain extent, and is a key element in leadership. Students should understand what motivates people, and consider using various means and platforms. However, they should also be responsible advocates – guided by the desire to be a positive influence, as explored in Theme 1 earlier.

For effective advocacy and leadership, students also need to demonstrate integrity and consistency. Using persuasion and advocacy as a starting point, this theme builds on the other themes in the CCE syllabus to invite students to explore and articulate the core, unchanging values which they try to live by, and how these have been shaped by the situations and circumstances they have each encountered.

 *Topic*

**MOTIVATING AND INSPIRING OTHERS**



★ *Learning Objectives*

Students will:

- Analyse and evaluate the various means of influencing people, including using new media
- Develop a systematic, multimodal and multifaceted plan to advocate responsibly for a particular issue or cause

? *Exploratory Questions*

- What motivates me? Is this the same as what motivates others?
- Is my cause a worthy one? How do I know?
- How can I use the internet responsibly to motivate or inspire people to take action?
- How can I motivate and inspire people in a responsible and respectful way?
- Could my advocacy efforts affect any groups or individuals negatively? What can I do to mitigate such impact?

## THEME 3 Advocacy for Good

### Topic

### CORE OF A CHANGEMAKER



### ★ Learning Objectives

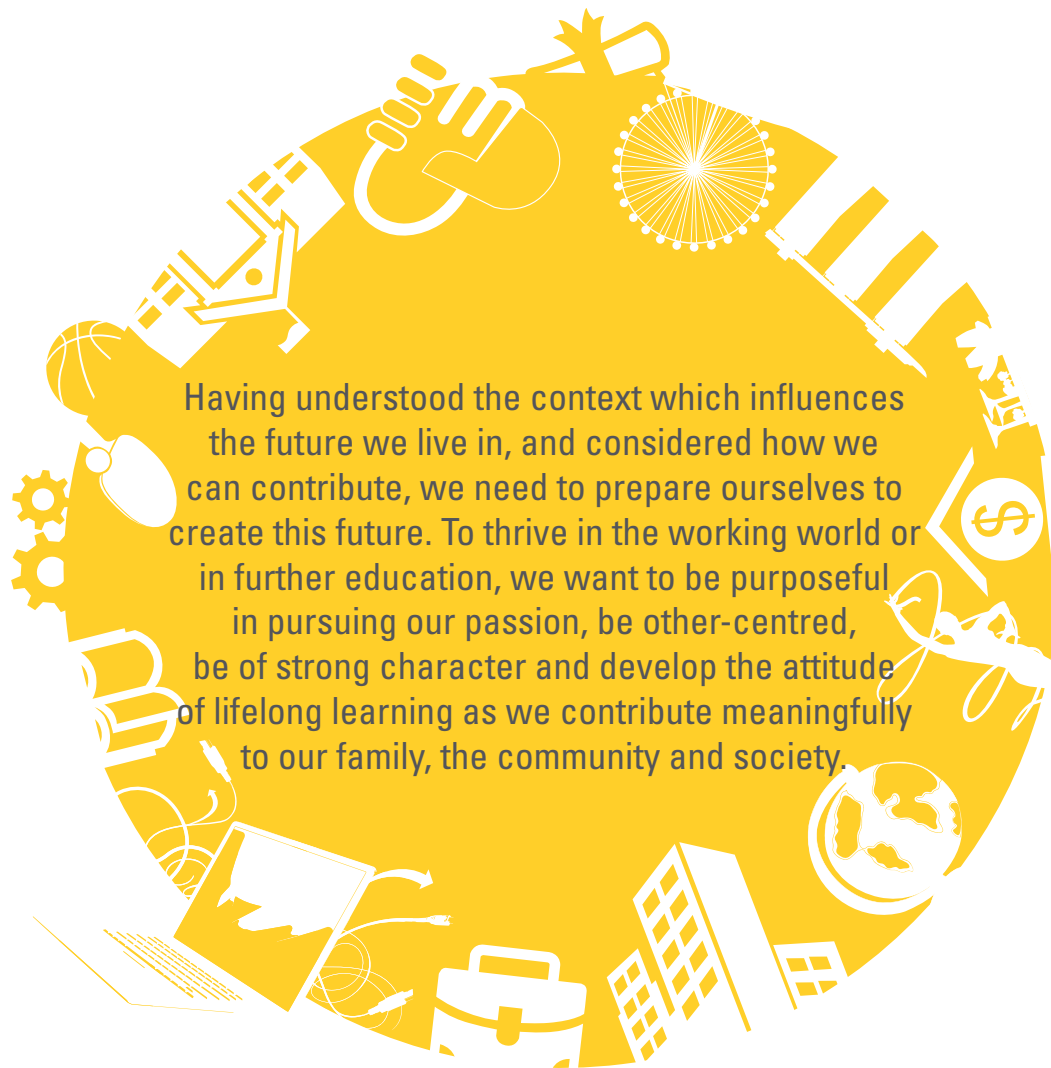
Students will:

- Explore how integrity and consistency are appreciated and interpreted in today's world
- Reflect on and articulate what they consider to be their own core values

### ? Exploratory Questions

- What do I value? Why?
- Do people know what I stand for? Has what I stand for ever changed? Will this affect the ability I have to persuade people?
- What do integrity and consistency mean today?
- When should I adjust my priorities and values? Why, and how?





### Some suggested learning contexts:

- Discussion on authentic stories of inspiring individuals who overcame challenges in educational and career pursuits
- Discussion on relevant articles from newspapers or periodicals about education and careers and their implications:
  - Labour market statistics
  - Workplace stories
  - Career pathways and progression
  - Educational pathways
  - National or economic issues
  - Use of social media
  - Intellectual property matters
- Discussion on personal profiling results from profiling tools in the ECG portal
- Self-directed learning through use of the ECG portal to explore education and career options
- ECG talks by inspiring individuals from various industries
- Career talks and university fairs
- Reflections from school experiences such as CCAs, school camps, orientation, subject-specific learning, learning journeys, Values in Action experiences
- Teacher-student conferences, e.g. discussion on aspirations, goal-setting
- Work attachment or shadowing
- Group or individual counselling / group ECG activities



This Focus Area builds on students' learning taught through the Education and Career Guidance (ECG) curriculum from Primary and Secondary School. The following key messages illustrate the foundational emphases that undergird the ECG curriculum. They will also be consistent messages shared across schools, polytechnics and ITE. Teachers will be able to use these messages in teaching and learning and during conversations with students.

## Key ECG Messages for Students

### Discover Who You Are

1. Continually develop your interests, abilities, and passion; and use them to contribute meaningfully to society through your future professions.

Everyone has a set of unique attributes. The more you know about what you value, what you are interested in, and what you are good at, the more likely you will be able to make good choices in your education and career explorations.





## Navigate Pathways with Confidence

**2.**

Learn more about the world of work, education, and career pathways that you can choose. Many pathways are worth taking, and there are opportunities for continuous learning and recognition.

Explore the many possible pathways and develop an understanding about the world of work during the schooling years. There are no dead ends; through CET, you can continue to pursue your aspirations.

**3.**

You can take pride in and add value to any job.

Appreciate that each one of us can make the choice to perform our jobs to a high professional standard, and contribute to the bigger outcome.

## Make Informed Decisions and Own Them

**4.**

Make considered decisions about your education and career plans, and take positive steps to embark on them.

Make decisions based on your interests, attributes, and aspirations, while considering current and future career opportunities. Take ownership of your goals, and take steps towards fulfilling them.

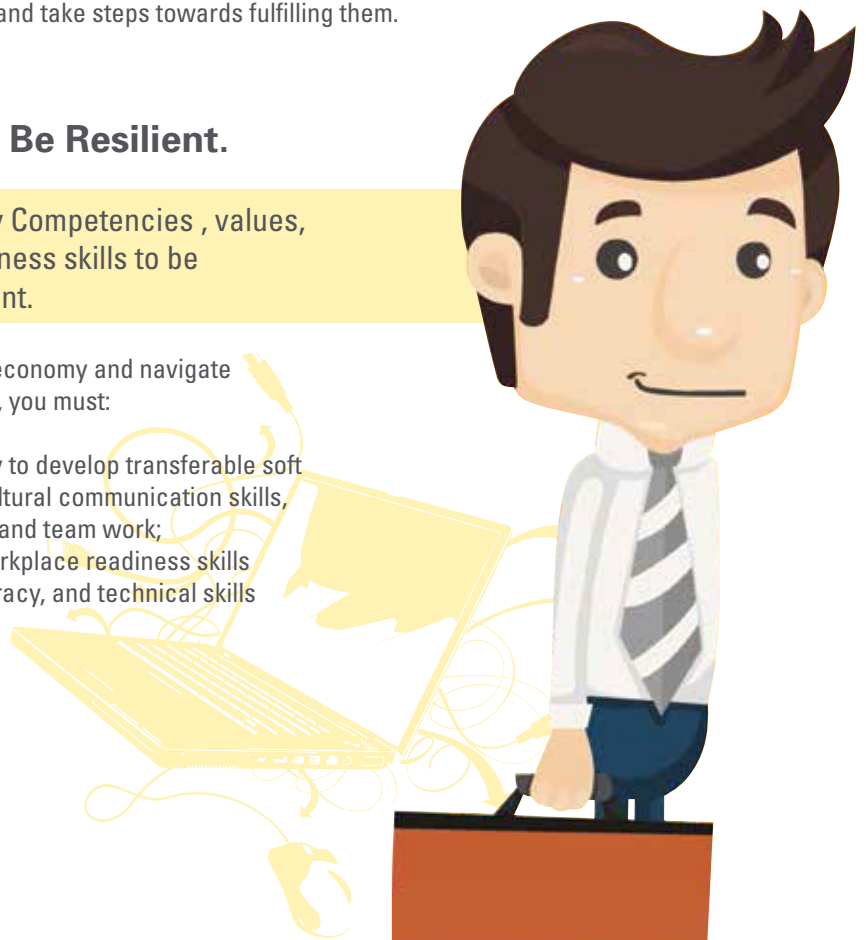
## Keep Learning. Be Resilient.

**5.**

Develop 21st Century Competencies, values, and workplace readiness skills to be adaptable and resilient.

To thrive in a globalised economy and navigate meaningfully through life, you must:

- Establish sound values;
- Seize every opportunity to develop transferable soft skills such as cross-cultural communication skills, problem-solving skills, and team work;
- Continually develop workplace readiness skills such as literacy, numeracy, and technical skills throughout life.



# THEME 1 My Career Identity

*Why this theme is important:*

A deep understanding of their identities allows students to envisage the roles they could play in the world of work and in the community. Students will be guided to examine how their strengths, interests, skills and work values might have changed over the years from their various school experiences. This will uncover consistent elements that help them crystallise their aspirations and plans. In addition, they will learn about ways for meaningful engagement of significant others in their lives and demonstrate confidence in their readiness to make decisions of their own and be responsible for the outcomes.

Developing their passion and building their character with sound values should complement their academic pursuits. Students should also demonstrate responsibility through developing work preparatory skills, and maintaining a positive reputation online, to equip them for work and life in this new digital age.

 *Topic*

## DEFINING WHO I AM

★ *Learning Objectives*

Students will:

- Explore deeper their personal attributes which encompass their strengths, interests, skills and values through their composite self-profile (from profiling results at the Secondary level)
- Develop a deeper understanding of their passion and what they value, to identify how they could contribute meaningfully in future work roles

? *Exploratory Questions*

- What defines me? Who am I?
- What are my values and convictions?
- What drives me? What is my passion?
- How can I make sense of all the information gathered about myself and apply it to future work?
- Why work?
- How can I contribute to society through my passion?



## THEME 1 My Career Identity

### Topic

#### CLARIFYING MY CAREER-LIFE PLAN



### ★ Learning Objectives

Students will:

- Develop tentative plans through aligning their passion, values and personal attributes with opportunities for course specialisation and career options
- Identify roadblocks that hinder their goals and take positive steps to overcome them

### ? Exploratory Questions

- What areas of study and work are aligned with what I have discovered about myself?
- What are the roadblocks to my career-life goals? Are they realistic or self-imposed?
- What steps can I take to move closer to my goals?

### Topic

#### ENGAGING SIGNIFICANT OTHERS



### ★ Learning Objectives

Students will:

- Consider familial and community values in decision-making
- Identify priorities of significant others and engage them effectively to explore and negotiate career-life options

### ? Exploratory Questions

- How do my significant others influence my interests, values and convictions?
- How can I engage my significant others appropriately if my aspirations may affect my relationships with them? Why should I consider them?

 *Topic*

## ENHANCING MY EMPLOYABILITY



★ *Learning Objectives*

Students will:

- Develop work preparatory skills such as personal grooming, search skills, interview skills and portfolios which enhance their employability in the future
- Understand the importance of maintaining a positive reputation through respectful and responsible online and real world interactions

? *Exploratory Questions*

- How can I enhance my employability skills?
- What is my reputation, online and offline? How can I improve it?

## THEME 2 Working in a Globalised World

*Why this theme is important:*

Singapore is a global city – a meeting place for talents of diverse backgrounds to work, live and play. Being socially and culturally intelligent will enable students to lead or collaborate well in diverse teams, and contribute positively to the community and workplace. Students will need to be aware that they are communicating to a global audience with diverse perspectives when online and should do so with cultural sensitivity and moderate restraint to preserve harmony in Singapore and beyond. In addition, students will need to appreciate the importance of protecting intellectual property to encourage creativity and innovation for the continual improvement of our lives. They will also consider the necessary attitudes that will help them succeed in life as a positive influence and productive contributor: at home, at the workplace and in society in general.

### Topic

#### RELATING TO OTHERS IN DIVERSE CONTEXTS



### ★ Learning Objectives

Students will:

- Appreciate and embrace differences in perspectives, beliefs and behaviours from diverse socio-cultural groups
- Develop inter-cultural intelligence in online and offline communications as a transferable skill important for the workplace
- Value how diversity contributes to effective problem-solving

### ? Exploratory Questions

- How well do I see the world from the different lenses of the diverse socio-cultural groups? What assumptions do I hold about myself and others?
- How well do I appreciate and embrace diversity in collaborative work (online and offline)?
- How culturally intelligent am I in working with diverse socio-cultural groups during problem-solving?

## THEME 2 Working in a Globalised World

### Topic

#### WORK ETHICS



### ★ Learning Objectives

Students will:

- Understand the good work attitudes, habits and values that are valued at school and the workplace
- Appreciate the different types of occupations and the value they add to the community

### ? Exploratory Questions

- What distinguishes an excellent worker from an undesirable one?
- How much do I value the different occupations I come across?

### Topic

#### VALUING CREATIVE WORK



### ★ Learning Objectives

Students will:

- Respect ownership and authorship through the responsible use and acknowledgement of the creative work of others
- Analyse and evaluate the social and legal implications of valuing the creative and innovative work of others
- Explore ways to address issues of copyright infringement collectively to promote a culture of respect for others' creations

### ? Exploratory Questions

- Why is it important to respect the work of others, online and offline?
- What are the legal and social implications of copyright infringement?
- How might the generation of creative and innovative ideas be affected by copyright infringement?
- How can we promote a culture of respect for others' creations?

## THEME 3 Preparing for the Changing Landscape

*Why this theme is important:*

Singapore is a small island-nation with an open economy that responds proactively to global changes to maintain a competitive edge. Knowledge about the latest labour market trends and educational pathways is also critical for our students to make informed, considered decisions along the way to fulfil their career aspirations. An evolving landscape would require students to be adaptable so as to recognise and take on opportunities that come along, be resilient to overcome challenges that emerge and be able to refine decisions when circumstances change. Students should also understand the necessity for a Singaporean core workforce in critical industry sectors.

### Topic

## UNDERSTANDING THE EDUCATION AND INDUSTRY LANDSCAPE



### ★ Learning Objectives

Students will:

- Be able to gather information about the latest updates on labour market trends
- Understand the educational and industry landscape and be able to source for funding opportunities
- Evaluate whether they have the skills, knowledge and attitudes required of their career aspirations through job advertisements, university websites and the ECG portal
- Understand the need for a Singaporean core workforce for critical industry sectors in relation to their choices (e.g. defence, education, healthcare)

### ? Exploratory Questions

- Where can I go to find out about the current labour market?
- Which educational courses, career pathways, and funding opportunities could I consider that would help me realise my aspirations?
- Do I have what it takes to achieve my desired goals?
- Why is there a need for a Singaporean core workforce in certain industries?



## THEME 3 Preparing for the Changing Landscape

### Topic

#### CAREER RESILIENCE IN THE EVOLVING ECONOMY



### ★ Learning Objectives

Students will:

- Appreciate the importance of continual improvement and lifelong learning to advance in their career and stay relevant in a rapidly evolving economy
- Maintain a flexible mindset to capitalise on educational opportunities, labour market information and knowledge of personal attributes, to plan for transitions when necessary
- Generate alternative plans to accommodate emerging shifts in the economy

### ? Exploratory Questions

- How do I stay relevant in the rapidly evolving economy?
- What can I do if my preferred jobs are not available after graduation?
- How do I prepare for a future economy with jobs that don't exist currently?
- Where can I get information about Continuing Education and Training opportunities relevant to me?
- How well can I generate alternative career-life plans to take into account emerging shifts?

### Topic

#### DEVELOPING DECISION-MAKING READINESS



### ★ Learning Objectives

Students will:

- Articulate their rationale when considering career-life decisions
- Formulate guiding principles for making education and career decisions
- Uncover obstacles to decision-making and ways to overcome them
- Proactively seek appropriate advice to refine education and career decisions

### ? Exploratory Questions

- What factors should I prioritise when considering my career-life decisions?
- What guiding principles can I use for decision-making in my life?
- How can I overcome the potential difficulties I may encounter when making decisions?





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