

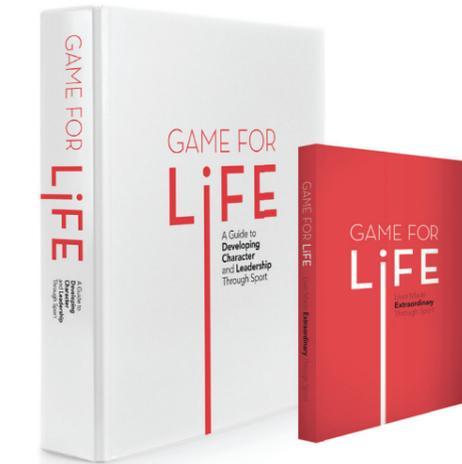
THE NEED FOR CHARACTER AND LEADERSHIP DEVELOPMENT

At Sport Singapore, we believe sport can inspire national pride and transform individuals, teams, communities and an entire nation.

To this end, the Game for Life framework was developed to aid in the intentional design of sports to instil character and leadership development.

An impact analysis based on Kirkpatrick's four-levels of evaluation was conducted on about 340 students to determine the effectiveness of the framework in integrating values inculcation into existing sports curriculum of five education institutions.

Overall, the results provided positive evidence that the framework is effective in supporting sports educators to integrate and apply various values inculcation principles and practices into their existing sports curriculum. This in turn increases the behavioural frequency of students demonstrating positive values during lessons.



THE GAME FOR LIFE TOOLKIT

The Game For Life Toolkit consists of the Game For Life Guide and Game For Life Book – 25 Journeys.

The Game For Life Book chronicles the transformation of 25 ordinary lives made extraordinary through sports and includes reflective segments to take away valuable life lessons.

The Game For Life Guide equips you with know-how to integrate character and leadership development into the sport arena, which encompasses skill practice drills, fitness activities, gameplays, matches or competition training, and even outdoor corporate training sessions.

The Guide also contains easy-to-use templates for design and planning of training sessions.

CHAPTER ONE provides an overview of the importance of intentional and deliberate effort to create teaching moments to build character and leadership.

CHAPTER TWO showcases several prominent local personalities who share one common thread, despite their widely differing backgrounds and life paths. They credit their pursuit of sport with lasting values such as respect, responsibility and resilience that were fundamental to the success in their lives. Each narrative also comes with reflection questions to enhance understanding on the character building process.

CHAPTER THREE presents the Framework. It features the use of games and sport activities and specific role performing for the learning and development of values and attributes.

So whether you are a sport coach, a physical and sport educator at a learning institution, or even a corporate trainer providing adult learning through outdoor programmes, this Guide is for you!

SKILL LEARNING/PRACTICE		TERRITORIAL INVASION GAMES - GOAL OR LINE	
INTERMEDIATE			
ACTIVITY	PARTICIPANT LEARNING	ACTIONS BY INSTRUCTOR	<p>RELEVANT VALUES/ATTRIBUTES</p> <p>Assessment: Focus + Communication + Co-operation Discussion: Encouraging Responsibility + Self-leadership + Teamwork</p> <p>Can you think of any other values that can be developed using the activities above and/or similar ones?</p> 
<p>Passion game</p> <ul style="list-style-type: none"> Passing and blocking Attacking or defending Team strategy Team spirit 	<ul style="list-style-type: none"> Communication and teamwork Teamwork Self-leadership Assessment of defences and teamwork 	<p>CHECK:</p> <ul style="list-style-type: none"> Does the participant know the all party tasks? Encourage good effort? Respect co-operation? Respectful to others? <p>HOW DO I:</p> <ul style="list-style-type: none"> Encourage teamwork and good effort Other goals to improve defences Respect and compliment Respectful? Encourage defences? <p>RELEVANCE DRILLS:</p> <ul style="list-style-type: none"> Share – instance of success as well as areas for improvement Discussion: Encouraging Responsibility + Self-leadership + Teamwork, especially those of defences Teamwork with communication and cooperation 	
<p>Attack drill with target goal</p> <ul style="list-style-type: none"> Excitement in and application of skills Teamwork Team spirit Team strategy Team spirit 	<ul style="list-style-type: none"> Communication and teamwork Teamwork Self-leadership Assessment of defences and teamwork 	<p>CHECK:</p> <ul style="list-style-type: none"> Does the participant know the all party tasks? Encourage good effort? Respect co-operation? Respectful to others? <p>HOW DO I:</p> <ul style="list-style-type: none"> Encourage teamwork and good effort Other goals to improve defences Respect and compliment Respectful? Encourage defences? <p>RELEVANCE DRILLS:</p> <ul style="list-style-type: none"> Share – instance of success as well as areas for improvement Discussion: Encouraging Responsibility + Self-leadership + Teamwork, especially those of defences Teamwork with communication and cooperation 	

Action Plan

ROLE LEARNING APPROACH		ROLE LEARNING COMMUNICATOR	
LEVEL 1			
ACTIVITY	PARTICIPANT LEARNING	ACTIONS BY INSTRUCTOR	<p>RELEVANT VALUES/ATTRIBUTES TAUGHT</p> <p>Communication + Communication + Teamwork Respect + Responsibility to others + Teamwork + Understanding</p> <p>Can you think of any other values that can be developed using the activities above and/or similar ones?</p> 
<p>Most sport activities</p> <ul style="list-style-type: none"> Communication with respect and care Respectful to others Teamwork 	<ul style="list-style-type: none"> Communication with respect and care Respectful to others Teamwork 	<p>CHECK:</p> <ul style="list-style-type: none"> Communication with respect and care through use of games Respectful to others Teamwork <p>HOW DO I:</p> <ul style="list-style-type: none"> Encourage teamwork and good effort Other goals to improve defences Respect and compliment Respectful? Encourage defences? <p>RELEVANCE DRILLS:</p> <ul style="list-style-type: none"> Share – instance of success as well as areas for improvement Discussion: Encouraging Responsibility + Self-leadership + Teamwork, especially those of defences Teamwork with communication and cooperation 	
<p>Role playing</p> <ul style="list-style-type: none"> Communication with respect and care Respectful to others Teamwork 	<ul style="list-style-type: none"> Communication with respect and care Respectful to others Teamwork 	<p>CHECK:</p> <ul style="list-style-type: none"> Communication with respect and care through use of games Respectful to others Teamwork <p>HOW DO I:</p> <ul style="list-style-type: none"> Encourage teamwork and good effort Other goals to improve defences Respect and compliment Respectful? Encourage defences? <p>RELEVANCE DRILLS:</p> <ul style="list-style-type: none"> Share – instance of success as well as areas for improvement Discussion: Encouraging Responsibility + Self-leadership + Teamwork, especially those of defences Teamwork with communication and cooperation 	

Role Learning Plan

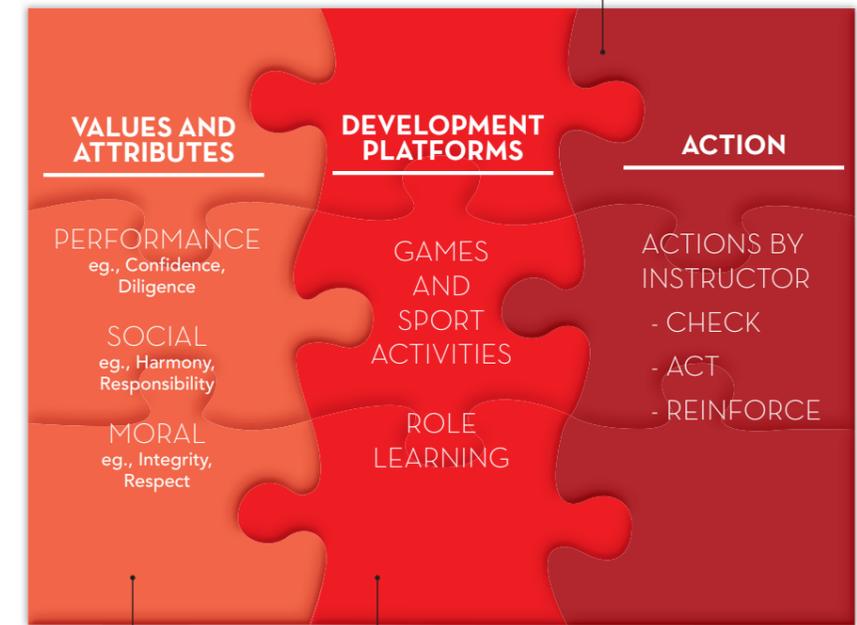
GAME FOR LIFE FRAMEWORK

Given the need to be intentional to be purposeful in the design of sport programmes to inculcate character values and attributes, the Framework provides a structure **for developing character and leadership through sport**.

It contains practical approaches to enhance character development efforts. Its broad design offers a catalyst for significant custom crafting by coaches and sport instructors to help individuals and institutions devise their own approach to performance and character development.

The Framework constitutes three elements that have to be integrated and implemented for effectiveness:

- **identifying the values and attributes** of good character;
- **establishing the platforms** through which desirable values can be developed;
- **executing a purposeful action plan** for intentional teaching and effective values development.



ACTION

A purposeful action plan that infuses practical Check-Act-Reinforce (C.A.R.) strategies to yield teaching moments for optimised learning.

DEVELOPMENT PLATFORMS

The Framework provides two experiential-based platforms:

- “Games and Sport Activities” which include training practice drills, physical education lessons, or individual sports activity like swimming and running.
- Role Learning to elicit positive behaviour. When players are assigned specific roles, they learn to discharge responsibilities, and acquire skills and knowledge related to that role. For example, if assuming the role of a leader, they may develop selflessness and compassion; and if a follower, loyalty and service.

At the end of each activity, questions are provided to trigger further thinking on additional values that can be taught, or on using other activities to develop similar values.

VALUES AND ATTRIBUTES

This component calls for the identification of the three categories of desired values and attributes. Every participant in sport ought to live out specific values from all categories. This means embracing performance values to attain a skill proficiency, while not neglecting the development of moral/social values.