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**Title**

**2400**

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## **Abstract**

Sports has been commonly mistaken as to be associated for just health or survival benefits, and also as a form of distraction to most who prize practicality. Sports should rather, be tied closely to many domains of life that are beyond its commonly perceived value for sports itself, and to other life values. In fact, sports can be a means to cultivate values of respect, discipline and teamwork. If so argued, values development is also commonly associated with the competitive sporting arena, except that there lacks in study of values development through unorganized sports activities.

The generally undermined benefits of sports further highlight the need for this study to showcase the importance of sports in character development, especially with the dwindling participation in sporting activities in Singapore.

This design study seeks to explore and visualize how can unorganized sports activities be of benefit as a source of value creation to each Singaporean individual, by highlighting the potential importance of learning through sports by reflective observation, photo documentation of the activities of recreational sports in the Singapore landscape and interviews with the participants.

## **Keywords:**

Recreational Sports, Values Development, Social Abilities, Design Ethnography

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## **Chapter 1: Overview**

### **1.1 Introduction**

Learning comes in many ways, and more often than not, most learn through conventional methods of teaching of theory. In reality however, there are far more varied ways of learning especially in a subject of values than through just having civics and moral education classes. Known for being a country that usually learns entirely from books, it can be argued that this form of learning that is made compulsory and formalized into the national education timetable may not be the most optimal way of cultivating values. With that, is it possible to find a better way to learn moral values than in a seated environment?

Coming from an environment where I have played sports for the past 10 years, I understand that sports can inculcate values. In comparing the vast differences between my own brother and myself, I realize that various environments can shape individuals differently. Is there never a time when we were told not to play sports because it will derail us from your studies? Coming from a family that does not think that sports is necessary as part of my life, it is commonly believed that sports is a form of distraction despite it being an integral avenue to develop values such as teamwork, equality and respect. The general public is usually too quick to undermine the benefits of sports, though there have been studies to show that sports can be used as a tool to cultivate values, which means that sports is not as useless as it seems. Even so, Singaporeans are still generally unaware of such benefits, while commonly associating sports to just health and fitness benefits.

### **1.2 Research gap**

Singapore's national sports participation survey taken in 2011 showed that there has been a drop in sports participation from 2005 to 2011. The dip can be attributed to perceptions of Singaporeans shifting to more pragmatic goals such as family, career or their studies than to participate in sports that is deemed as a waste of time. While parents assume that sports is not beneficial to their prior considerations of their children's academic achievements and future, this shrinking willingness in participation, along with the undermined benefits of sports further highlights the need for this study in order to showcase the importance of sports in character building and development.

There are usually structures in values development, to be found besides moral education classes that are already in the school curriculum, as there are also programmes that incorporated into sports training sessions do better facilitate character development. However, there are gaps in knowledge and inadequate studies looking into whether less structured ways of sports can offer to value development, and what may be found yet unquantifiable as values for research.

### **1.3 Research statement**

This study hopes to build on this area with regards to the insufficient data and study regarding the significance of value development in Singapore landscape especially in an unorganized and recreational sports field. Design ethnography as a design research method can explore and visualize how sports can be of benefit through personal value creation in each individual living in Singapore in a recreational level of unorganized sports activity.

### **1.4 Project significance**

Sports had always being taken for granted and been commonly mistaken to consume time, which can be better allocated to more pragmatic outtakes. Rather, sports has been proven to build a positive impact on one's future by inculcating important values that are necessary for one's future as it affects one's social abilities.

As such, this project can help to bridge the gap in understanding sports as a mean to cultivate values crucial to the society we live in today and related to the next generation of parents who will come to encourage their children to participate in sports rather than associating it as a form of distraction.

## Chapter 2: Contextual Review

### 2.1 Introduction

To understand more about sports as a whole, there is a need to define what is sports. The Singapore's national sports participation survey conducted in 2011<sup>1</sup>, had defined sports as a means for all forms of physical activity which, through casual/recreational or competitive participation, indoor or outdoor, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. It extends beyond the traditional team games but also incorporates individual sports and fitness related activities ranging from informal participation to organized club sports, and higher level of excellence at a national representation for the select minority. Having a wide-ranging definition of sports will then extend its relevance to the whole population.

Sports had been found to benefit physical health, intellectual health and development, social inclusion and even reproductive health (Bailey, Wellard & Dismore, 2004). In short, sports can be used for physiological development, motor skills, emotional well-being amongst others, which can be summarized to be physical, social and cognitive gain for all (Bailey et al. 2009; Bailey, 2017; Stork & Sanders, 2008).

Physical play in early childhood has been found to have great impact on the overall development of youth. It supports physical body growth, motor skill development and the ability to handle emotional reactions in today's world (Doherty & Bailey, 2003). With increased level of physical activity, one can react faster, and hold better attention span and faster cognitive processing (Hillman et al. 2009). With that, increased physical activity, better concentration and sleep can positively affect the ability to engage in schools (Short et al. 2013). Exercise is able to change the biological structures and systems of the brain, allowing not only health benefits, but in other areas as well. Hence, physical activity is crucial in the holistic development especially in the early childhood (Stork & Sanders, 2008). From this, sports would have far more benefits that extend beyond just health and fitness, than many would be familiar with sports to have.

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<sup>1</sup> Sports Participation in Singapore. (n.d.). Retrieved from <https://www.sportsingapore.gov.sg/about-us/sports-participation-in-singapore>

## **2.2 Values learnt from sports**

Following the other benefits that sports can bring, many still do not relate sports to be a tool that can be used to complement values development. The general public could be seen to undermine the use of sports as a mode to develop values such as leadership (Gould & Voelker, 2012). It is reported that high self-esteem and variables have a positive relationship that can be assumed to be related to educational achievement, for example, being more persistent when facing difficult tasks, independence and having traits that are suited to achieve greater things (Baumeister et al. 2003). Physical activity can be a catalyst to developing friendships, and from these friendships from the context of play, it can become helpful to develop social skills in interaction and empathy (Bailey, 2017)

Sports had also actually been considered as an integral part of cultivating values such as teamwork, leadership, equality, discipline and respect (Holt, Tink, Mandigo & Fox, 2008; Gould & Voelker, 2012; Wanlinga, 2012; Wandzilak, 1985). More often than not, sports could be associated with health or survival skills. In fact, studies (Stuij, 2015) had also indicated that children have picked up necessary discipline through attending practices and matches, or even play together as a team.

Sports is usually not be commonly associated with the idea of learning values when many pick up sports for other various reasons such as survival skills in swimming, or even be limited to factors that restrict the accessibility to physical activity.

## **2.3 Determinants of people doing sports**

Moving on, there has definitely discussion on how the lack of accessibility to various forms of sports can limit people from doing sports. Based on the demographic-economic model, there are variables such as gender, age, nationality, income, time and human capital (e.g. level of education). There is evidence conducted by researchers that the influence of determinants varies based on the type of sports in a general trend. For example, a tennis player tends to be more well educated and has higher income whilst hiking tends to be of those of medium age and female (Breuer, Hallmann & Wicker, 2011; Hallmann, Wicker, Breuer & Schönherr, 2012).

The social status of children can play a part in their learning as well. A research by Stuij indicates that the higher socioeconomic group mainly learns in a more structured group of people, usually through

their immediate families. However, the lower socioeconomic groups tend to learn in a less organized way in various forms of socializing agents such as parents, relatives, peers or even schoolteachers. Social relations within family or between families can shape the community's kinship (Baslish & Côté, 2014), and in turn affect the level of participation. In fact, family members or relatives have a powerful say in what the children participate in (Stuij, 2015).

The influence of an older family party can shape children's participation in sports and in turn affecting their perspective towards sports in the future. Similarly, the knowledge gap of sports value development in the society especially for adults, can in turn contribute to a cycle of the lack in the information that sports can be a way to learn values.

#### **2.4 The organized structure & infrastructure needed for sports value development**

To bridge the gap in the knowledge, an organized structure of programmes where research in values development in schools and emphasis can be developed (Wandzilak, 1985; Holt, Tink, Mandigo & Fox, 2008; Sandford, Armour & Warmington, 2006). Such programmes can be conducted by well-informed facilitators capable of guiding, teaching and be role models to learners (Balci & Erdeveciler, 2017; Baslish & Côté, 2014). Such programmes have been conducted in many countries such as the United States such as GOAL and SUPER (Danish & Nellen, 1997). School curriculums can also be structured to provide an environment for greater facilitation in learning as well (Stork & Sanders, 2008) and be considered a source for broader sporting field (Stuij, 2015). These combined approaches can have significant influence in knowledge acquisition and critically affect opinions on physical activity, both positive and negative (Stuij, 2015)

Community influence can determine how much do people perform sports based on the built environment (Baslish & Côté, 2014). Studies have shown that those living within walking distances to recreational facilities tend to gain higher participation rate. Compared to running, which is not bound to any specific time or place, sports such as swimming can differ greatly through facilities needed and time constraints. It is thus to be noted that to promote sports participation, focus should be placed on providing adequate sports infrastructure with good accessibility (Hallmann, Wicker, Breuer & Schönherr, 2012). Increase accessibility of recreational areas can generally increase the frequency athletes or children engage with practice and play. The designed qualities of infrastructure may largely

affect participation as well. An environment that focuses on building a community of active sports citizens, can contribute to the identity of the community and further impact the people doing sports (Baslish & Côté, 2014).

Several avenues can be tapped on for sports value development pertaining to structured programmes or curriculums in schools. Free structured ways of sports value development have been avoided as they may not form quantifiable values to support such unorganized activities. Above all, the larger influences of infrastructures or rather, the community that shapes the infrastructure needed, can also draw a boundary in developments due to lack of resources and spaces for sports to even take place. As a result, there needs to be greater highlights in this knowledge gap of unorganized sports being a means to cultivate values.

## **2.5 Importance of sports as education and learning values for the future**

All rounded structured learning and opportunities for interaction and learning can create an environment that is favourable for learning and therefore bringing it to the next level whereby they will be physically active in the future with good habits cultivated (Stork & Sanders, 2008). It is also noted that life skills are skills crucial to handle everyday life filled with demands and challenges. Sports can affect one's social abilities to communicate in terms of social or leadership skills. Furthermore, it serves as an avenue to promote healthy development (Holt, Tink, Mandigo & Fox, 2008). In the East, Confucius believes in the important influences of physical education (Hong, 2013). As Hong mentioned in his literature, throughout the civilization of China, physical activity has formed an essential part of its development of citizens.

Having quality values is definitely a cutting edge in the society we live in today, as people will be able to face challenges along the way, to be independent and goal oriented workers (Bailey, 2017). Sports can be seen as closely tied to the other domains of life where its values are definitely transferable to other life areas that are integral with one's future. As such, there is great importance in drawing attention to values development through sports.

## **2.6 Understanding sports participation in Singapore**

With the above literature outlining the various aspects of sports, transferable values learnt from sports, determinants of sports participation, organization of values development in sports and lastly the importance of sports for the future generation, we now will look at it in the Singapore context.

The Singapore's national sports participation survey taken in 2011, contained a sample total of 10,000 where 4,645 households responded and a total of 9,000 individuals responded to the survey. In this section, participation of the sports can be studied with the data taken and compared against past years.

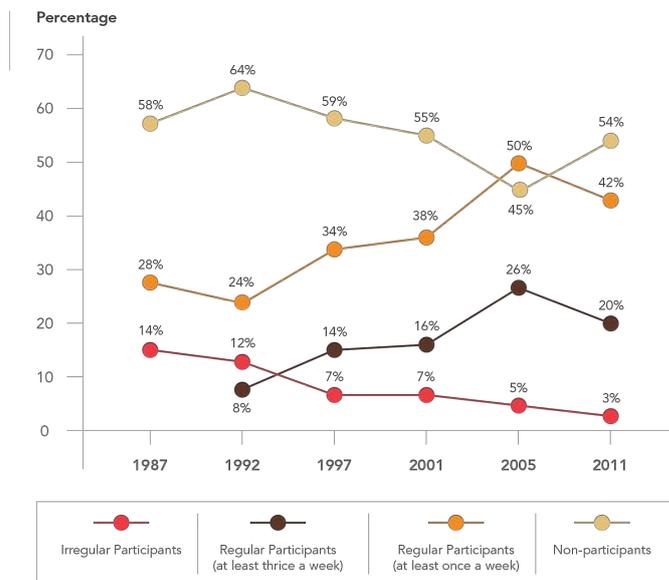
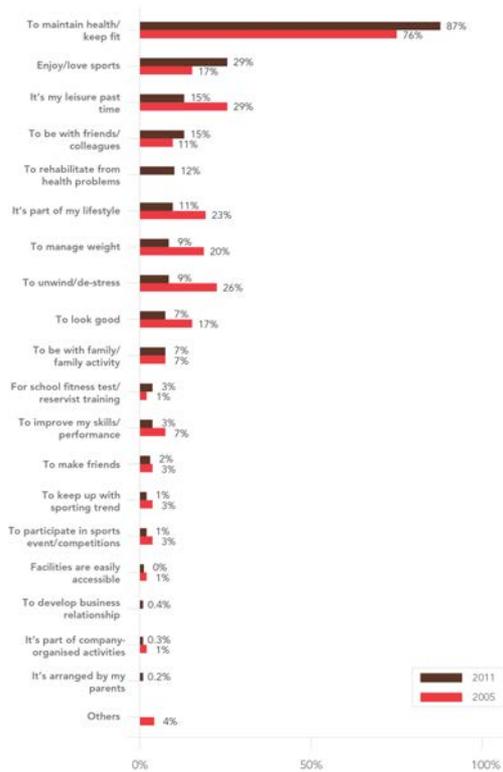
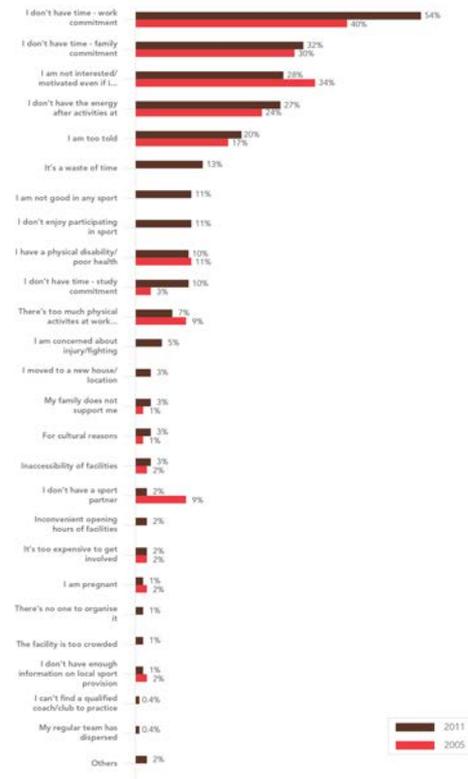


Figure 1. Sports participation from 1987-2011

From figure 1, it can be seen that there is a 12% drop in sports participation in 2011 despite the gradual increase in participation from 1987 to 2005.



(Left) Figure 2. Reasons for regular sports participation, 2005-2011



(Right) Figure 3. Reasons for non-participation in sports, 2005-2011

Looking at figure 2, it is observed that 87% of the respondents participate in sports as they want to maintain their health and keep fit and instead only 29% actually enjoyed doing sports. Hence it can be inferred that even though many of the respondents did not enjoy doing sports, they did it for their own health or to keep fit where it is also supported that 12% participated to rehabilitate from health problems, 9% to manage their weight and 3% doing it for their school fitness test or reservist training.

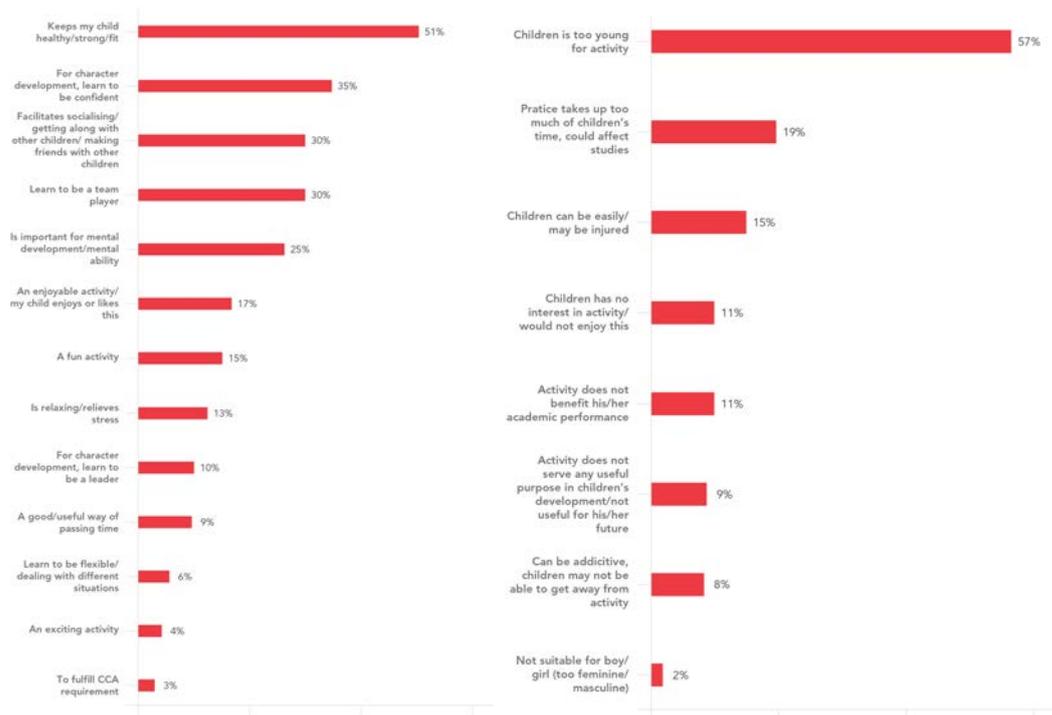
In addition, less are using sports as a form of recreational time as seen in the 14% drop in participating sports as a leisure time, 12% as part of lifestyle and 17% drop for de-stressing. With this comparing to figure 3, there is a huge percentage of 54% mentioning that there is no time due to work commitments, 32% due to family commitments, 10% due to study commitment and even 27% attributing the lack of energy to continue participate in sports. With the 6-year gap, the sudden surge in having less time for sports can be seen as a shift in priority for many Singaporeans towards sports, focusing more on their career, family or studies than wasting time as indicated by 11% of the respondents.



(Left) Figure 4. Parents whose children participated in sports outside school, 2011

(Right) Figure 5. Encouragement of children in sports participation, 2011

Moving forward, figure 4 shows that more than 55% of the children did not participate in any sports outside school and even an unknown 8% not knowing if their children do. However, from figure 5, we see that 80% of the same family sample actually encourages their children to take part in sports. From these contrasting numbers, there are a few probable reasons for the possible disposition towards sports but lack of participation outside school. For one, the child may already be involved in a co-curricular activity (CCA) that is related to sports. Another may be the differing definition of what sports is to the respondents. Some may correlate sports to be from a competitive field unlike what the survey first defined sports as: a mean for all forms of physical activity which, through casual/recreational or competitive participation.



(Left) Figure 6. Reasons to encourage children to take up sports outside school, 2011

(Right) Figure 7. Reasons for not encouraging children to take up sports outside school, 2011

Similar to figure 3, figure 6 shows 51% indicated children's health and fitness to be the primary reason for them to participate in sports outside school. Despite that, a high percentage, (35% for character development in confidence, 30% for socializing skills, 30% for learning to be a team player, 10% in leadership character development and 6% in learning to be flexible in differing situations), caters towards the value development as encouragement for children to participate in sports. With that, it can be inferred that some Singaporeans do actually know about the values that participation in sports can aid in character development.

In spite of these, at least 55% of children do not participate in sports outside school showing the still lack of awareness towards sports value development. From figure 7, 57% believe that sports are not suitable for children below 12 as they are too young which is a misconception. Following that, 19% thinks that practices will take up too much time, and will affect the child's studies, supported with 11% indicating that these activities will not benefit one's academic performance and 9% assuming that sports will not have any purpose in a child's development for her future. Also, 15% felt that children can be

easily injured if they take part in sports at such a young age hence they prefer that their children to not take part in such high-risk activities that can cause harm.

Following the figures 6 and 7, despite the positive outlook of sports to most parents, only 37% actually have their children participating in sports and knowing the benefits of sports as a character building tool whilst a majority believe that sports may be more of a distraction and of no use for a child's future and development. This concludes that there is a gap in the knowledge of using sports as a form of education in learning values for the future. (See further elaborated in Appendix 1.1)

Through the analysis of the Singapore's national sports participation survey showcasing the level of participation of sports in Singapore, a few conclusions can be drawn. There is a dip in participation in sports from 2005-2011 and this might be due to the shift in focus for more citizens to possibly more pragmatic concerns such as career, family or studies that deem to have a more tangible purposes than just participating in sports itself. Despite the positive perspective towards sports, where some actually do know the beneficial takeaway of cultivating values through sports, there is still a lower participation in children as many believe sports are not suitable for the young, pose as a distraction and will take up time that can be better used for academics which is more important for the children of that age. Through that, we could draw that there is definitely a lack of knowledge for values development through sports amongst the citizens in Singapore.

## **2.7 Role of Singapore's government**

After studying the sports participation trends in Singapore, we now look at the role of the Singapore government plays a part in creating an environment for residents to take part in sports as well. The government came up with Vision 2030<sup>2</sup> as a mode to promote sports as a pathway for social mobility. As I quote from the report on Vision 2030, "prepares all young people for the rigorous challenge of integrating a work-life balance. Additionally, children, youth and adults can develop essential skill sets through a life in sport. Not only do the lessons in character and leadership dovetail well with the Ministry of Education's Character and Citizenship Education curriculum, these qualities will be highly valued in the labour market." The Singapore government has taken an active approach in highlighting

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<sup>2</sup> The Vision 2030 project was predicated on the question of how sport could be better employed to serve the best interests of Singapore—in developing healthy resilient people and strong united communities.

the benefits in learning values from sports due to the changing labour market not only in Singapore but around the world. (See further elaborated in Appendix 1.2)

With the recognition by the government that sports is able to create a favourable environment not only for the young but also the old, we can see our nation shift from a young independent state to a global commerce, finance and transport hub in the world, and now moving towards building a nation that is able to incorporate sports as a way of life as well as a mode to impart values. And as more global companies use less of the traditional hiring methods but more innovative ways in order to manage their employees, it is more than necessary to see that citizens are able to learn such values to be at a cutting edge. In that, Vision 2030 can be used to help us see the value of sport to Singapore as we deal with challenges in the ever-changing society we live in today, garnering greater stability in our economic and social health.

## **2.8 Intent of study**

In the literatures and studies mentioned above, there is often a structure in values development in sports such as GOALS (Danish & Nellen, 1997) or even an implementation of a law (Hong, 2013). However, not many has looked into whether values can be learnt through sports in an unorganized recreational field though it is mentioned that it could be better developed in a structured setting (Wandzilak, 1985; Gould & Voelker, 2012; Balci & Erdeviciler, 2017). Playing outdoors actually allows children to put their own interpretation on their pursuits, giving them space for imagination. In addition, peers are also an agent of influence in sports, especially in unorganized forms of sports (Stuij, 2015).

Summing up, there has been information and studies done from all around such as the States, United Kingdom and even China, however it can be said that whilst Vision 2030 did include that values are very important in the century we are in, there is there is a lack of study regarding the significance of value development in Singapore landscape especially in an unorganized and recreational sports field. However, the implementation of Vision 2030, is definitely a big step for Singapore government in the evolving world in recognizing that sports is able to bring and impart values to Singaporeans.

The lack of knowledge in values development and willingness in the citizens to participate in sports further contributes to the thesis of this study in order to highlight the importance of sports in character development. The dip in sports participation also shows the shift in focus for Singaporeans to focus on more practical outcomes further undermining the benefits of sports in cultivating values. Sports plays an integral but often taken for granted role (Stuij, 2015) that can affect one's future greatly, therefore this study hopes to build on this area, from the perspective of design research by exploring and visualizing how sports can be of benefit through personal value creation in each individual living in Singapore in a recreational level of unorganized sports activity.

## 2.9 Existing work

The United Nations Educational, Heritage and Cultural Organization (UNESCO) has highlighted the importance of values education through sports. Under goal 4 of ensuring inclusivity and providing quality education for all and promoting lifelong learning, varying forms of value-based education using sports can be introduced into existing schools to support teachers. Values Education through Sports (VETS) programmes under UNESCO allows active learning and help students to put the values learnt into action in real life environment. With that, UNESCO has developed a series of 3 tools to present this information of the benefits of sports values across the world.

<p>Afghanistan</p> <p><b>Sport's power to transcend: be the best you can be</b></p> <p>In a country devastated by decades of conflict, sport reveals the power to transcend – using anyone in play.</p> <p>Overcoming a lack of equipment, a lone footballer is engaged in a hybrid game illustrating that if anything, isolation and even sport are the building blocks of fair play when sport is its home.</p> <p>With one ball and four booby gloves, against the backdrop of a graveyard, the three boys from local Afghan villages channel their imagination and creativity with a common objective: "to be champions one day".</p>	<p>Afghanistan</p> <p><b>Le sport pour se dépasser et donner le meilleur de soi-même</b></p> <p>Dans un pays dévasté par des décennies de conflits, le sport révèle comment il est possible à un joueur, tout en utilisant des matériaux locaux, de jouer.</p> <p>Pour faire face au manque d'équipement, un footballeur s'est livré à un jeu hybride, démontrant que si la solitude, l'exclusion et l'isolement sont les ennemis du jeu équit, alors le sport en est le remède.</p> <p>Avec un ballon et de quatre gants de booby, avec le cimetière en arrière-plan, les trois garçons des villages afghans utilisent l'imagination et la créativité avec pour objectif commun de « devenir champions, un jour ».</p>
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Photographie: Hamdullah Hamdard



Figure 15. Abstracts of the photobook

Coming in the form of an animated video, a bilingual photobook (as seen in figure 15) and advocacy infographic<sup>3</sup>, these tools hope to complement the existing values education in schools and promote education through sports.

Through UNESCO efforts, and partnering with the International Council of Sport Science and Physical Education (ICSSPE), the International Fair Play Committee (IFPC), the International Olympic Committee (IOC), the International Paralympic Committee (IPC) and the World Anti-Doping Agency (WADA), more ways are develop for teachers to incorporate values through their education. This cross-committee partnership can be seen as a the world recognition and understanding that sports is definitely able to cultivate values and more importance is placed on embedding it into the current school curriculum across the globe.

<sup>3</sup> Infographic can be found in the appendix 1.3

## **Chapter 3: Research Design**

This design study used design ethnography to explore and visualize how can sports be of benefit as a source of personal value creation in every individual.

Through a combination of studies and analysis in observations, interviewing and photo recording of recreational sports, this ethnographic research highlights the potential values learnt from sports in the Singapore landscape. Data is collected through documentation of people and their narratives to uncover the values that can be learnt in an informal setting, in everyday life, which include non-professional sports such as the basketball sessions at various neighbourhoods, to the foreign workers gathering to play cricket during the weekends. Stories of their individual sporting endeavours are also recorded through an interview to provide a narrative to the photographic documentation and observations. Thereafter, the three components are analysed to surface the key values from each sport.

### **3.1 Design Ethnography**

Design ethnography allowed me to i) gain insights into an individual's environment; ii) eliminate designer's worldview; iii) understand and create a more extensive picture for all the individuals; and iv) shift design from a single task focus of conveying values development in sports to a more holistic understanding. This form of combination of creative and scientific approach allows a comprehensive understanding and knowledge to the context of the situation. Furthermore, as the research into recreational sporting activities are lacking in Singapore as well the values it can bring about in an unorganized setting, this study used the method of design ethnography to explore and visualize this value creation in hopes to bridge the gap in understanding sports as a mean to cultivate values

### **3.2 Sampling Strategies**

The participants of this data collection consist of 24 group of members of the public that currently lives in Singapore, who participate in recreational and unorganized sports in their leisure time for non-competitive reasons. Participants are asked in random locations around Singapore at varying recreational areas.

### **3.3 Data Collection Technique**

#### **3.3.1 Observational study**

The observational study aims to document and understand the individual's recreational sporting activities, in particular their perception of sports, as well as their engagement with the sport and/or their teammates. 24 observations were conducted in the natural setting of the recreational areas where the participants were engaged in their recreation activity. Field notes were taken while they perform their activities, to record down the valued interaction that had occurred, along with the emotions displayed as they play the sport.

The observational study served as a holistic contribution to the data collection of the verbal interview and photo documentation, seeking to provide a better description of the narrative.

#### **3.3.2 Interviews:**

##### **Aim of interview:**

The questions posed during the semi-structured interview would uncover the reflections of the interviewee's on whether values could indeed be taught in an unorganized sporting platform. More than that, it helped the researcher gain valuable insights on the individual's perception of sports, the benefits of sports, the importance of sports and values in their lives, and if they would associate sports together with values development. In turn, this information can help to shape the narrative together with the observational studies to complement the photographic recording.

##### **Environment:**

Interviews have been conducted in places where the participants were involved in their recreation activity, to allow participants to feel more at ease.

**Data collection:**

Questions asked are open-ended to allow sharing and expansion from the respondent's answers giving more details and perspectives instead of a yes/no reply. The route of questioning is flexible with the above given set of questions covered but may vary according to the respondent's answers.

**3.3.3 Photographic documentation:****Aim of photographic documentation:**

A recording that is frozen in time will allow the researcher to tell a narrative through visual means that cannot be encapsulated by text. Complemented with the observational studies and interviews, the combination of the 3 parts can weave a holistic and comprehensive picture of the unorganized sporting figures in Singapore.

**3.4 Data Analysis:**

Photographic documentation was read along with the narrative that is constructed with the interview observations and analysis, to better understand the way people create values and reflect these meanings in their engaged moments.

Observations and interview quotes were extracted to accompany the images in order create a narrative through similarities and comparison to the descriptions. Thus, this is better able to show how can sports can be of benefit through personal value creation in each individual living in Singapore in a recreational level of unorganized sports activity. (See Appendix 1.4 for the rest of the analysis)

Interview Details	Quotes	Themes/Keywords
<p data-bbox="277 331 384 353">Jeanne, 20s,</p> <p data-bbox="277 421 512 528">Plays badminton recreation every Sunday with her family</p>	<p data-bbox="544 331 1059 595"><b>“In competitive sports, you learn determination or teamwork and the effect is more pronounced. But in a recreational setting, these values could be applied. To a small extent when we are down, we can be determined we can still pull the score closer and win the match”</b></p> 	<p data-bbox="1094 331 1222 353">Determination</p>
<p data-bbox="277 1261 344 1323">Pam Netball</p>	<p data-bbox="544 1261 1018 1402"><b>“Communication and teamwork. Having everyone putting in their utmost effort to win the game is something which applies to the real world too.”</b></p> 	<p data-bbox="1094 1261 1235 1283">Communication</p>

<p>Yong Wen</p> <p>Plays basketball recreationally</p>	<p><b>“It all started when I went to my house downstairs basketball court to shoot with my brother. I couldn’t score any basket, and when I finally could score, I kept on playing. So you could say I played because it was a self-challenge to score my first basket. Then subsequently, it became habit and I just continued playing.”</b></p> 	<p>Goal-Orientedness</p>
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### 3.5 Visual Output:

#### Brief intro

#### The title: 2400

As with the 24 hours of the day, 2400 aims to speak of the message that it is possible for one to participate in sports at any time of the day. Recreational sports are photographed and documented at various times of the day.

Images taken are also tinted from warm for daytime to cool for night-time based on the time it is being engaged.

#### 3.5.1 Prototyping & mock-up

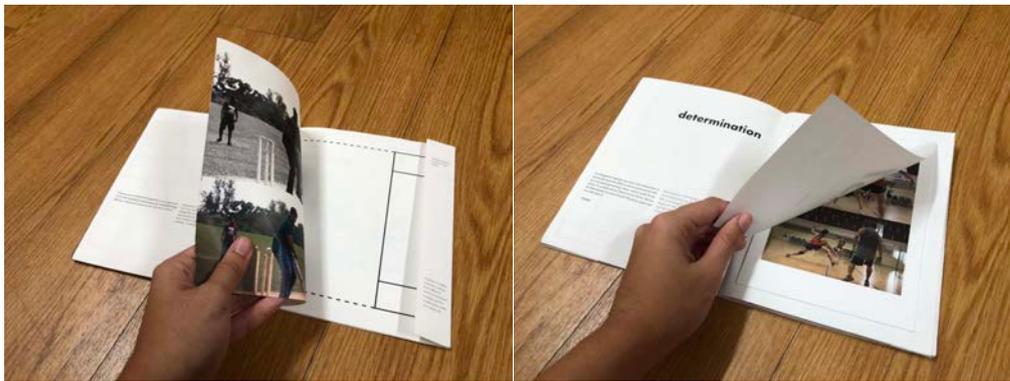


Fig 23. First mock-up publication



Fig 24. Publication 1: 2400 Mock-up Cover



Fig 25 & 26. Publication 1: 2400 Mock-up Inside

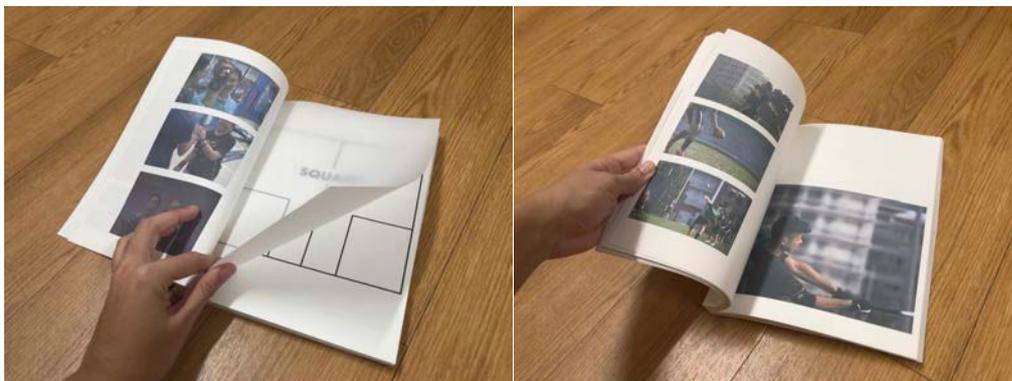


Fig 27 & 28. Publication 2: 102:42:37 Mock-up Inside

From the mock-ups of the different books, a better understanding is gained of which layout works better.

In the 2400 book, the extra open up flap in the first spread is taken out after realising the redundancy in having that flap when it could be included in another side of the book, which also saves the cost in printing.

As for 102:42:37, the first initial portrait orientation of the book was too white space focused, and being image heavy, hence the layout of the book is modified to a landscape publication, while having only one image per image instead of squeezing in many images.

### **3.5.2 Final Deliverables**

The 3 publication deliverables follows a very simple layout of white background and black text as the key focus of the books were the images captured. Despite sports being a very dynamic and full of action, I hope that by making the books with a minimal and clean approach, the photos of the sports captured are given greater attention than the layout of the books itself.

#### **Design Concept of Publication 1: 2400**

2400, also known as the title of this project, is the main publication of the project. The contents of the book consist of the values, quotes, a short description of the sport and photos that tells a narrative story of these 24 groups of people playing recreational sports.

Pieced together with a diptych image and the lines representative of the sport, the first spread of each sport showcases the dynamism of the sport itself, despite it being in recreational play. The next spread shows the values learn, alongside the quote taken from the conversational interview I had with the group of participants. On the last page of the spread, a Chinese calendar style insert has 5 images that is included to further explain the sport itself, the key learning values to bring the entire narrative of values learning together. The time where the activity is being play at is also included on the front page with the location and names of participants.

#### **Design Concept of Publication 2: 102:42:37**

102:42:37 is the second publication that follows alongside 2400. It is named after the total time taken for me to photograph, edit and travel from one place to another, the entire 24 sports documented in this project.

As I have documented 24 sports and the number of photos I have taken is far too many to be summarised within the first book, 102:42:37 seeks to compile the rest of the remaining images that are able to tell another side of the story in this entire documentation.

A compilation photobook of the 24 sports photographed, included are outtakes, candid photos that are more casual; in spirit snippets that are more casual. 102:42:37 hopes to capture the other unseen moments in recreational activity: the emotions, interaction and off-camera action.

### **Design Concept of Publication 3: 86400**

86400 is the total number of seconds in a day, and representative of the number of thoughts I have throughout the day as it only takes a second to have a thought. I am constantly reflecting, and thinking about the experiences and hence '86400' is a journal with entries of my experiences I had with the 24 groups of people in my photographic documentation. It was a humbling experience that I wish to record. It is a publication that I hope to journal down my stream of consciousness down as I go about doing my research and photographing for my Final Year Project. It also shows some behind the scenes photos of my journey as I learn about the new sports I documented and also the humanizing encounters I had with the varying groups of people.

### **Final Exhibition Booth**

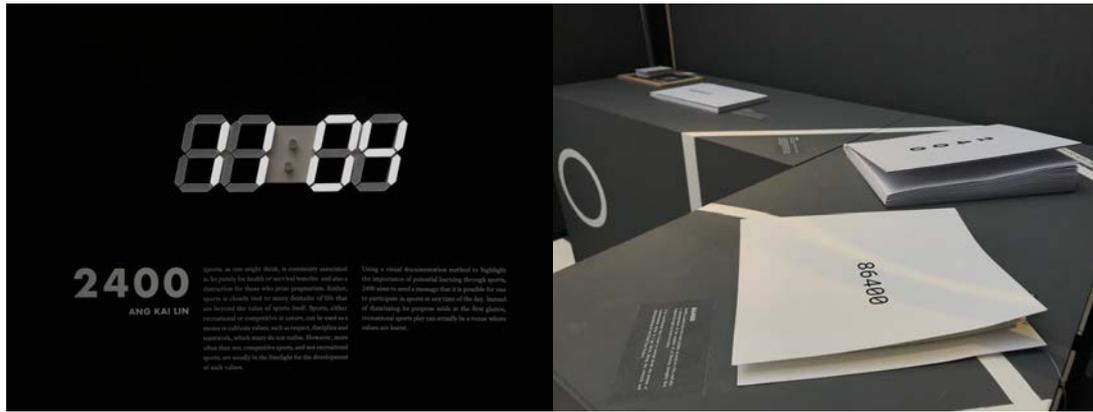




Final exhibition booth images

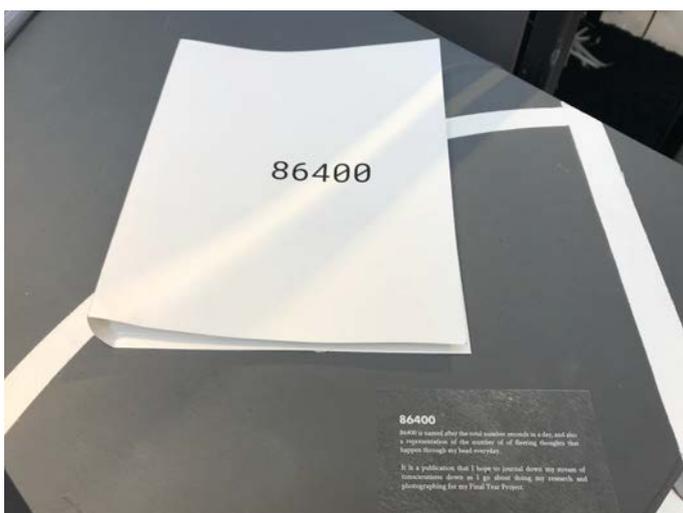
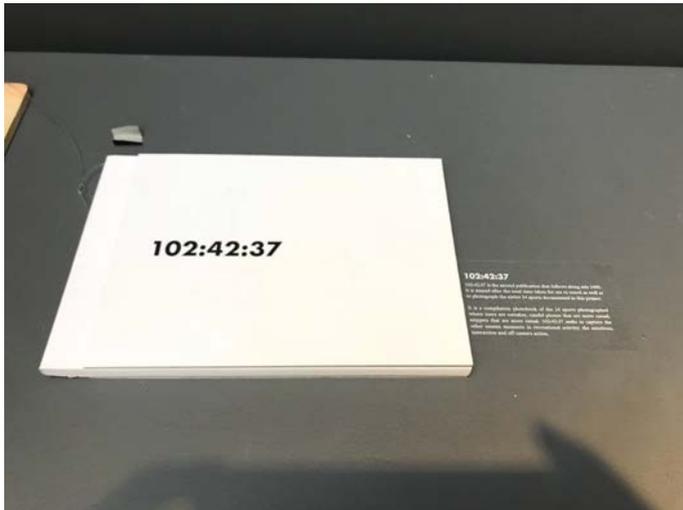
A running clock is placed at the centrepiece of the book as the key visual theme in this whole documentation process, which also ties the 24 sports together, signifying that at any point in time, we can participate in sports.

The pedestals are painted with white lines, those of the netball court lines, since I came from a netball background. The same use of the netball court line is appropriated visual to be included as my history in participating in netball, which has shaped me to understand and learnt intrinsic values.



Close up of final exhibition booth

An abstract together with the title of the project is also placed below the centrepiece of the clock to capture the attention of the audience. A simple approach of the booth layout is adopted, as the key focus of this project was the images captured in the books.



Images of the 3 books placed on the pedestals along with the labels.



Close up of 86400 book

## **Summary**

Drawing from the observations, interviews and photographic documentation of the 24 groups of sports participants, intrinsic values can indeed be learnt in a recreational setting which most may be unaware of. As the nature of recreational sports are of lower intensity and rigour, it can be easily mistaken to be not capable of inculcating values, as much as any competitive setting would.

Coming back with all the data, I was then able to compile and consolidate all the information into 24 sports and bringing this idea and message across to the audience by assorting it into 3 publications. Being image driven, text was only inserted to complement the images so that a better narrative can be told.

## **Chapter 4: Discussion and conclusion**

In this chapter, it summarises the entire project after going through the contextual and data collection phase to draw a conclusion to the study on whether recreational sports is able to inculcate values.

### **4.1 Discussion**

Through this visual documentation study, there is greater understanding of the impact brought about through recreational sports which is usually not looked into. Whether competitive or recreational, sports can enable an environment that can potentiate values development. Through the movement of the body, though with less rigor and intensity, it puts the physical abilities to test and enabled to cultivate values learning. In addition, the nature of each sport can favour different form of values learnt.

The need of communicating effectively is also brought about through the interaction between teammates or opponents and this helps to grow one's abilities in socialising which is crucial in the world we live in today. Not only that, the 24 values that is highlighted in this study is non-exhaustive and much more can actually be picked up through sports. With these values at hand, it is important to meet the demands of the 21<sup>st</sup> century as more and more of our world gets automated. What will make us different from each other, from the robotic machines are the values and emotional parts of a human.

The study in recreational sports is also important as it is able to reach out to a wider target audience as not many are competitive athletes, not all are suited to play competitively as well. The recreational activity is of less intensity and may also result in less injuries due to the lower level of risks.

The 2 books 2400 and 102:42:37 are able to encapsulate the values learnt in these 24 groups of people, and hopefully inspire more people to take up more sports based on the visual images capture that may pique their interests. The last book, 86400, shows my growth as a researcher and designer, but also an athlete at heart. The aim was to journal my reflections where it also records

down the lessons I have learnt through my interaction and recreational play with them. With a more humanizing touch to this entire documentation, this project hopes to show not only the values that can be possibly learnt but also my journey that may also serve as a reminder to those who read it, that growth is possible in any aspect of sports.

## **4.2 Limitations**

As a researcher, I have trained competitively in netball for the past 10 years. I also play other sports recreationally such as basketball, volleyball and swimming. In addition, I have great interest in watching sports at various levels in Singapore or overseas such as baseball or soccer.

With a wide range in knowledge of various sports, I am able to better understand different sports and what it entails especially when conducting observations and interviews with the respondents. However, naturally growing up and coming from a competitive background, the perspective I have with recreational sports might not align with accurate research representation during data analysis process. As much as possible, I have tried to bring myself to understand the sport and connect with the people by engaging with more communications to prevent such inaccuracies.

## **4.3 Summary and reflection**

The entire chase and yearn for learning more about sports in Singapore stemmed largely from my family. With the refusal to conform to my parents' ideals, the rebellious 14-year-old me decided to start playing competitively despite of all the injuries that I am still dressed in. I believe that the things I have learnt for the past 10 years in this competitive sphere were far greater than all the things I might have lost. They are intangible, and may be, to the pragmatic lot of conventional society, it is an airy-fairy concept. But, from the many years of experiences, what is unseen does not mean it is non-existent. As the age of technology starts to conform and streamline the world to certain modes and standards, these intrinsic unspoken values are the very things that will eventually make us different from each other. As such, I would very much hope that more people out there can see the actual value of sports, and that it surpasses all the time "wasted" or injuries that one might regret.

In conclusion, this Final Year Project was a truly eye-opening experience as a researcher and designer. I have indeed grown up from facing countless of doubts and worries as I navigate through my photographic documentation at every single shoot, to become someone not as fearful to walk around with my camera taking photos of people.

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## Appendix

### 1.1 Understanding Singapore

Social Groups	Age (in years)	% of Regular Participants		% Growth
		2005	2011	
 Teens	13 - 19	84%	68%	-14%
 Young Adults	20 - 39	54%	44%	-10%
 Middle-aged Adults	40 - 59	39%	33%	-3%
 Senior Citizens	60+	37%	40%	3%

Figure 1. Regular sports participation by social groups, 2005-2011

In general, there has been a decrease in participation as seen in figure 1 from the age ranging from 13-59 whilst a 3% increase for the senior citizens. A possible cause for the increase in participation for senior citizens can be due to the aging population of Singapore.

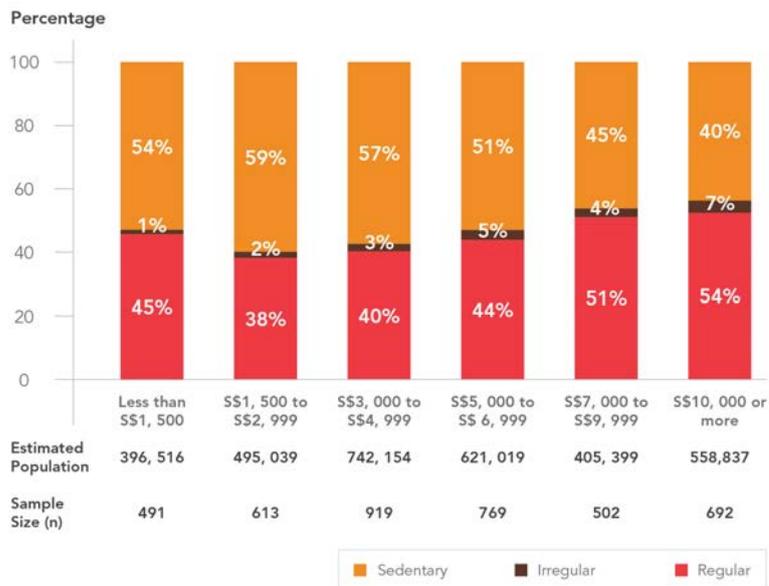
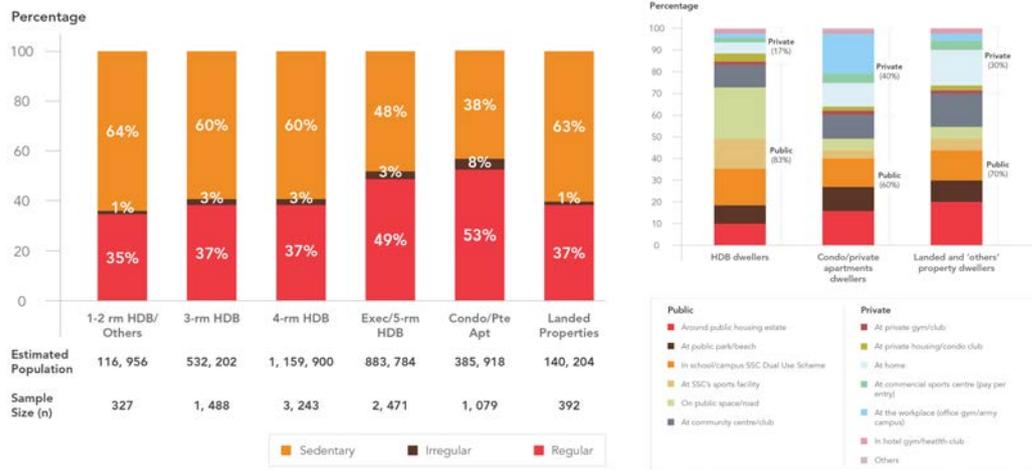


Figure 2. Sports participation by income level, 2011

In figure 2, we now look at the determinants of sports participation as read from the literature previously outlined. We can see that there is a gradual increase in regular and irregular sports participation with higher income levels as compared to lower income levels.



(Left) Figure 3 Sports participation and dwelling type, 2011

(Right) Figure 4. Usual sporting venue by dwelling type, 2011

Comparing figure 3 and 4, we can better understand why the income levels may affect the level of sports participation. With an assumption of those with lower income staying in HDBs while higher income levels staying in a condo, private apartment or landed properties, and with lower income subscribing to public sporting venues than private, a general trend can be seen that those in HDB goes to public sporting venues as compared to private. In the 83% of HDB dwellers, a huge bulk uses the public space, which is the most accessible for the lower income dwellers. This explains the accessibility of spaces to the different income levels and therefore affecting their participation in sports as use of public spaces may be restricted to weather conditions or even opening hours.

Though there is a larger percentage of condo/private apartment dwellers subscribing to private sporting venues, it can be possible explained as most upper middle-class income families are still office workers or those working in army, unlike the landed property dwellers who might most likely be businessmen who do not have an office. Drawing from that, this might also explain the lower participation from landed properties dwellers, as 70% of them rely on public spaces to participate in sports.

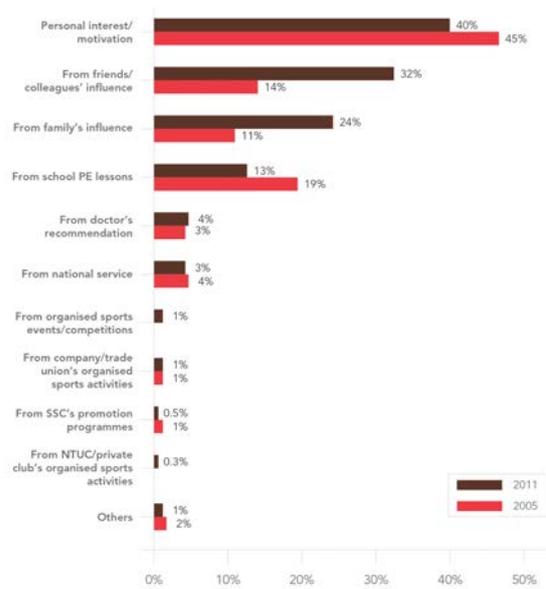


Figure 5. Sports initiation, 2005- 2011

From figure 5, the majority for sports still lies in personal interest and motivation since it has a dip in number. Even that, as with the literature, the family, friends, and colleagues influence weighs heavily on the level of participation towards sports as well, increasing from 13% and 18% respectively, showing the increasing importance of social networking in sports involvement.

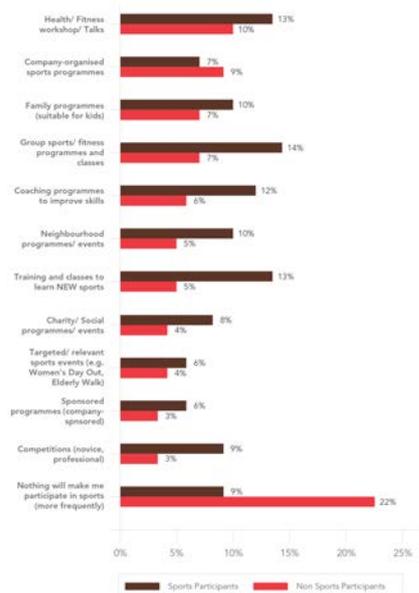


Figure 6. Programmes/events that would encourage sports participation, 2005- 2011

Studying figure 6, respondents have feedback on various methods that could possibly encourage them to participate in more sports, or even for non-participants to take up an activity. The most highly sought after way is through group sports/fitness programmes, at 14% for sports participants and 7% for non-participants, and classes, health/fitness workshops or talks, at 13% for sports participants and 10% for non-participants, which again reemphasizes the fact that many Singaporeans take up sports for health and fitness benefits over other reasons.

There is also an overwhelming response of 22% for non-participants where nothing will make them participate in sports which could mean that sports might be a complete waste of time and effort for some, where time could be practically used in work, family or studies.

Through the analysis of the Singapore's national sports participation survey that showcased the level of participation of sports in Singapore, a few conclusions can be drawn from the data. Similar to the literature, sports participation can be affected by the availability of infrastructure around the citizens. Adding on, it does not mean that higher income levels would increase the level of participation as those that stays in landed properties have a significant lesser participation than the condo/private apartment dwellers. Often, condo/private apartment dwellers tend to have their own private facilities that may also increase the accessibility for the dwellers. Another possible cause can be due to type of jobs that these dwellers hold as well and whether these jobs can provide a space for them to participate in physical activity.

## **1.2 Role of Singapore's government**

Under Vision 2030, it was mentioned that the Singapore Sports Council will help to develop and structure corporate leagues. Prior to this initiative, Deloitte is one named example in Singapore that holds their yearly Inter-Departmental Games<sup>4</sup> since 2012. Together with the rest of the accounting firms in Singapore, there is even the Institute of Singapore Chartered Accounts (ISCA)<sup>5</sup> games. This shift in hiring patterns as well as incorporating sports with work can help foster bonds between the

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<sup>4</sup> Inter-departmental Games | Deloitte Singapore | Careers | Life at Deloitte. (2017, May 14). Retrieved November 20, 2017, from <https://www2.deloitte.com/sg/en/pages/careers/articles/inter-departmental-games.html>

<sup>5</sup> ISCA Games | ISCA. (n.d.). Retrieved November 20, 2017, from <https://isca.org.sg/cpe-events/calendar/events-calendar/2016/may/isca-games/>

employees as well as deepening the bond with the company. With that, companies were also able to better retain their workers and thus strengthening the company brand in the marketplace.

Vision 2030 has also indicated that there needs to be equal opportunities for all in residents in Singapore. As mentioned in chapter 2.4, the infrastructure around the residents is one of the most important factors in sports participation. Hence, a new sports facilities masterplan<sup>6</sup> has been drawn up to build more areas around Singapore residents to go to with closer proximity.



Figure 7. Infographic by URA on the proximity of residents to sporting and recreational facilities

As drawn up in figure 7, it is also noted that governmental bodies are aware of the proximity issues that will affect participation. New regional centers are drawn up around heartlands such as Punggol and Sembawang offering a more vibrant space for socialization and sporting activities.

ActiveSG<sup>7</sup> was created under the arm of developing Super Sports Clubs as a way to expand on the sports development for youth and adults of all ages and abilities. There are many clubs located around Singapore catering to individuals, families and communities by creating a new environment of inclusiveness. With all walks of life being included, this can create a greater sense of belonging and unity among residents. A program specially catered to the older generation<sup>8</sup> called the Masters Club

<sup>6</sup> 14 March 2014 Gary Yeo. (2017, March 27). Sports facilities to be a stone's throw away. Retrieved November 20, 2017, from <https://www.myactivesg.com/read/2014/3/sports-facilities-to-be-a-stones-throw-away>

<sup>7</sup> ActiveSG is formed to realise the Super Sports Club recommendation. ActiveSG aims to create a sporting ecosystem that provides innovative and experiential sport related programmes at sports centres island-wide.

<sup>8</sup> ActiveSG launches Masters Club to encourage those aged 40 to 60 to exercise more. (n.d.). Retrieved November 20, 2017, from [http://www.todayonline.com/singapore/activesg-launches-masters-club-encourage-those-aged-40-60-exercise-more#cxrecs\\_s](http://www.todayonline.com/singapore/activesg-launches-masters-club-encourage-those-aged-40-60-exercise-more#cxrecs_s)

brings together masters over the age of 40 of all fitness level in bid to age actively. There are classes ranging from swim to Zumba or even to Taiqi at the pool.



## 1.4 Data Analysis for Photographic Documentation

<p>Zhen Guang Squash</p>	<p><b>“Keep a balanced perspective. It is okay to lose a point but we must always keep a balanced mindset with the point we win to keep as going. Losing a point is not the end of the game, losing yourself is. Don’t let displeasure at a mistake overflow into subsequent points.”</b></p> 	<p>Rationality</p>
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<p>Senthil Cricket</p>	<p><b>“If you see the last match, you see that everyone is being emotional trying to hit and getting out. If you keep your patience for some time, you can do anything you want to achieve. It is same as your life. It is all about balance, if you play cricket, it is another way to groom your life. One side to go through your academics and studies, another way is through sports like cricket to learn about life.”</b></p> 	<p>Patience</p>
<p>Wenqi Softball</p>	<p><b>“I play the game because I love it. it’s a game that you can’t play simply with adrenaline or just by being bigger than the other person. Of course strength, size, speed and stamina gives you an edge but it’s a game that really forces you to think and to play smart. Just using brute strength doesn’t get you anywhere in this sport”</b></p> 	<p>Intuition</p>

<p>Ria Muay Thai</p>	<p><b>“Tolerance because getting hit is never fun but inevitable. So we practice to receive hits and to become more tolerant over time. I’d say I’m a very anxious person by nature so when it comes to fighting, I tend to move a lot which results in energy wasted. I’m now learning to be more calm, to anticipate my opponent’s moves without acting upon them unnecessarily, but instead to counter them effectively.”</b></p> 	<p>Tolerance</p>
<p>Max Ice Skating</p>	<p><b>“I definitely enjoy training with friends more. Albeit distracted at times, they give you the motivation and drive to work hard through the friendly competitive mentality of not getting left behind. The bonds created from toiling through practices also further gives you the desire to go for practice even on days when your body’s possessed with fatigue.”</b></p> 	<p>Community</p>

<p>Ryan Beach Vball</p>	<p><b>“Accountability and responsibility. In beach volleyball, it is a game with two players. After your teammate takes the 1st touch, you must take the next touch. No one is there to help you and if you mess up; it is accountable on you. In life, there are always such situations which you cannot run away from and must learn to be accountable and responsible for the consequences”</b></p> 	<p>Accountability</p>
<p>Shafiqah, 20s, student studying Runs recreationally at night</p>	<p><b>“I can translate my attitude of having a physical struggle with a mental challenge, and it can be relatable to my life. I won’t be as positive and motivated to do things. Most of the time when I am motivated is when I am running”</b></p> 	<p>Attitude</p>

<p>Asraf Soccer</p>	<p><b>“We are actually a group of childhood friends used to playing together at the court since 1998. my vision of this team is to keep playing socially and keep fit till 50 years old. its part of exercise too but with football since we are all sharing the same passion.”</b></p> 	<p>Passion</p>
<p>Aqeel Unihockey</p>	<p><b>When you just start trying out unicycle, you will get very frustrated and will want to give up. But the team/group members will always be by your side to help you to get better. Similarly in work, you will come across many challenges, and one way to help overcome those challenges Would be with a team. This is where teamwork comes in and how a team gets together to get over an obstacle.”</b></p> 	<p>Teamwork</p>

<p>LiangKai Touch rugby</p>	<p><b>“Being open to advise, learning to work in teams, persevering through the hard times are all traits that will benefit sports players wherever they are.”</b></p> 	<p>Understanding</p>
<p>Van Cheng Tennis</p>	<p><b>“I took a long time to get the confidence to say that I think I can play tennis because even after 3 years of picking up the sport, I never took the courage to play with friends as I felt that I’m not good enough to rally. But with time and training and practice as well as supportive friends who never felt like I was a burden to play with, I got better at the sport and played the sport because I love it.</b></p> 	<p>Friendship</p>

<p>Jiahui Bowling</p>	<p><b>“Confidence. Not in the sense of being cocky or arrogant, but that we need to be confident in our shots and in our teammates. This is very important to me as during competitions, there will be instances when the coach will not be with you. As such, it is important to be confident in executing your shots correctly, and being confident in your teammate’s shots as well.</b></p> 	<p>Confidence</p>
<p>Wilfred Golf</p>	<p><b>At the beginning phase of mastering the sport, the learning curve is very steep. You would have to gradually tweak each nitty gritty step from your grip to your swing in order to drive the ball in front successfully. Practice definitely makes perfect, and that small things cumulatively will make the biggest difference.</b></p> 	<p>Persistence</p>

<p>Perlyn, 20s</p> <p>Go swimming recreationally</p>	<p><b>“I will also give myself a certain target to hit and I will try my best to complete it. So it kind of leads to perseverance. Perseverance is very important. There are a lot of challenges and if you give it up just like that it is kind of wasted.”</b></p> 	<p>Perseverance</p>
<p>Tyler</p> <p>Inline skating</p>	<p><b>“I learnt that each and everyone have their unique style of learning, different timeline when it comes to learning, some have different ways to adapt, there is a variety of ways to get the technique correct.”</b></p> 	<p>Adaptability</p>

<p>Sudarmanto Cycling</p>	<p><b>“A couple of important values that I got from cycling is a self-realization that I am not that strong. If you want to keep improving yourself, you need to put the time, effort, energy and pain into it. And believe me, there’s a lot of pain. Commit to what you want and be consistent. That’s the key in being a better person.”</b></p> 	<p>Strength</p>
<p>Joseph Lacrosse</p>	<p><b>“Lacrosse is a very physical game for the guys, let’s just call the game “civilised violence” and if you don’t have those two characteristics then you’re gonna get in trouble through penalties and suspensions. Also I feel that the sport promotes a very positive attitude and a team mentality.”</b></p> 	<p>Camaraderie</p>

<p>Dickson Gymming</p>	<p><b>“Consistency is key. Pushing just a little more each day eventually shows you the results in a year. Overnight success doesn’t happen overnight”</b></p>  <p>The top image shows a person in a black tank top performing a pull-up, with their body partially obscured by vertical metal bars. The bottom image shows a person in a black and yellow shirt performing a pull-up, also with their body partially obscured by vertical metal bars.</p>	<p>Motivation</p>
<p>Andy Climbing</p>	<p><b>“Through climbing I have learnt a lot of body awareness. Climbing uses your entire body and there’s a lot of different movement involved. I learn to keep an open mind because no matter how good you are, there always something to learn from a route. Everyone climbing route is different and it’s a different challenge that I need to push myself to overcome, especially when the route I climb gets harder.”</b></p>  <p>The top image is a close-up of a person's hands gripping a dark, textured rock surface. The bottom image shows a person in a blue shirt climbing a colorful rock wall with various colored holds (red, blue, yellow, green).</p>	<p>Grit</p>

<p>Jayne Dancing</p>	<p><b>“Dance requires a lot of practice, determination and hard work. I’ve seen many people who started out really bad and improve like crazy and it just goes to show that hard work really pays off!”</b></p> 	<p>Hard work</p>
<p>Jovin Sailing</p>	<p><b>“A lot of things I have learnt in sailing applies to my daily life. For example, if I need to go out at a certain time, I need to plan and get ready but also to not give excuses to myself just because I am in a wheelchair”</b></p> 	<p>Responsibility</p>