

# LEADERSHIP SYMPOSIUM 2013

INSPIRING FUTURE LEADERS



Co-organiser :



Giving Hope. Improving Lives.



# Promoting Youth Leadership through Sport

Daniel Gould, Ph.D.



**Singapore Sports Council**

**LEADERSHIP  
SYMPOSIUM 2013**  
INSPIRING FUTURE LEADERS

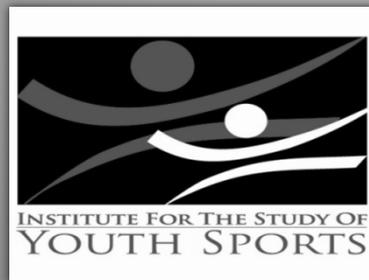
# **The Institute for the Study of Youth Sports (ISYS)**

**MICHIGAN STATE UNIVERSITY**



**College of Education  
Department of Kinesiology**

# Enhancing Youth Leadership through Sport

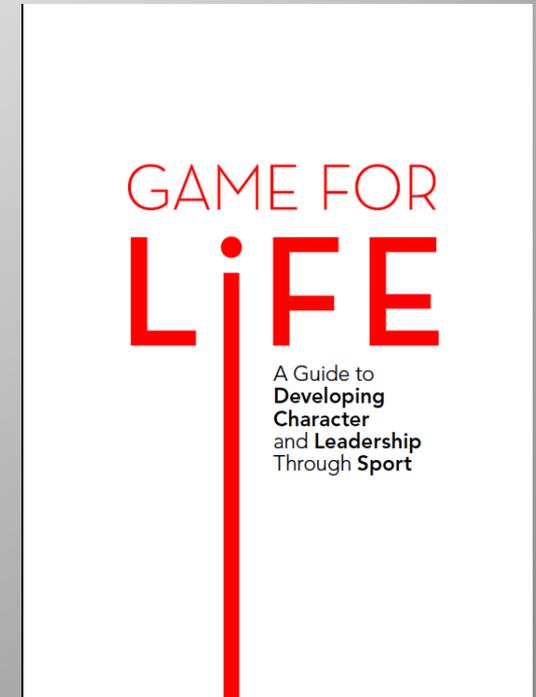
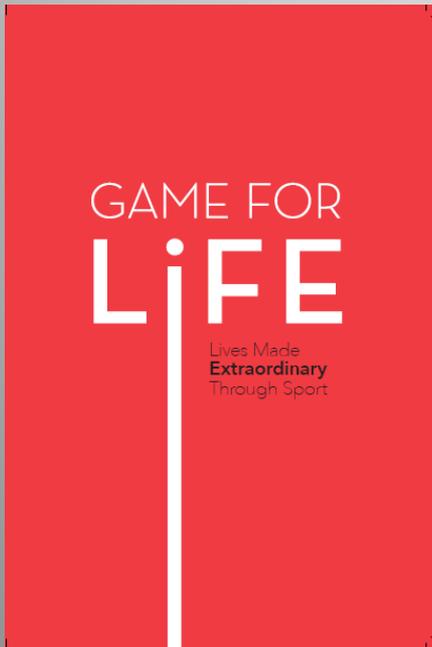


# Purposes

Examine the role that sport and physical education can play in developing youth leadership by:

- 1. Summarizing what research on developing leadership in general, and youth leadership through sport and physical education, in particular, tells us.*
- 1. Discussing strategies for promoting youth leadership through sport and physical education.*

# Support Singapore Sports Council Initiative





# **INTRODUCTION: WHY YOUTH LEADERSHIP DEVELOPMENT?**

# Introduction: Why Youth Leadership Development?

- Physical educators and coaches have long held the belief that participation in sport and physical activity programs play an important role in developing youth leadership.

*"The battle of Waterloo was won on the playing fields of Eton."*

- The Duke of Wellington

# Leadership Skills Can Be Developed

*“Leaders aren't born, they are made. And they are made just like anything else, through hard work.”*

- Vince Lombardi



# The Importance of Developing Leadership in Youth: A US Perspective

- Developing youth leadership may be more important now than any other time in our history
  - *Nationwide polls in the U.S. show this is the first generation that expects that their children will be less better off than they were.*
  - *The US is losing ground economically, socially and educationally to other countries.*
  - *The World is facing major issues like global warming, ethnic clashes, and increasing demands on diminishing resources.*
  - *Because of these concerns parents and grandparents are interested in maximizing child's life skills, like leadership, to help prepare them to be successful in an ever-changing and complex world.*



# The Importance of Developing Leadership in Youth: A Singapore “Asian Tiger” Perspective

- Developing youth leadership may be more important now than any other time in your history
  - *Need to maintain unprecedented economic success as the smallest country in Southeast Asia with few natural resources and low population growth*
  - *Competition from Hong Kong, Tokyo and Shanghai*
  - *Future of manufacturing and industrial sectors in uncertain global economy*
  - *Maintaining a high standard of living in an increasingly competitive world*
  - *Maintaining an increasing reputation as a key financial and tourism hub*



# The Importance of Developing Leadership in Youth

- **Leadership development is broader than a sport or youth development problem**

*Managers (leaders) “must admit first that they have reached the limits of management 1.0: the industrial-age paradigm built atop the principles of standardization, specialization, hierarchy and control. Second, they must cultivate, rather than repress, their dissatisfaction with the status quo....Leaders at all level of the organization play a vital role in the design and implementation of the patient-care delivery system and in creating and sustaining the culture to support it. Caring and compassionate service evolves from caring and compassionate leaders.”*

- Karsten (2010) Nursing

# Why Sport and Physical Activity Contexts are Conducive to Teaching Youth Leadership

Martinek and Hellison (2009)

- Sport and physical activity contexts:
  - Are **highly interactive**
  - Provide **numerous leadership opportunities** or “moments” for young people to gain leadership experience
    - e.g., enforcing rules for teammates
  - Provide an opportunity for youth to **learn leadership in an enjoyable, motivating way**



# Why Sport and Physical Activity Contexts are Conducive to Teaching Youth Leadership

(Gould, Voelker & Blanton, 2012)

- Of all the venues that may be used to develop leadership in young people, competitive sport appears to be one of the most potent but underutilized. Why?
  - Sport is *highly valued* in many societies
  - Sport is an activity that *young people are highly motivated to pursue* and where youth believe their actions have important consequences

# The Paradox: The Opportunity & The Problem

- **The Opportunity:** Coaches and teachers firmly believe that participation in their programs develops leadership in young people.
- **The Problem:** Mere sport and physical activity participation does not teach people to lead. Effective coaches who “intentionally” create the right conditions that “teach” and “facilitate” youth leadership development do.

# So What Can We Do?

## Be Realistic!

- Sport cannot solve the leadership needs of today's youth, but we can certainly do much more to “intentionally” help young people develop their leadership capabilities and skills.
- We cannot only make them physically fit but we can teach them life skills, like leadership, that enable them to be more productive members of society.

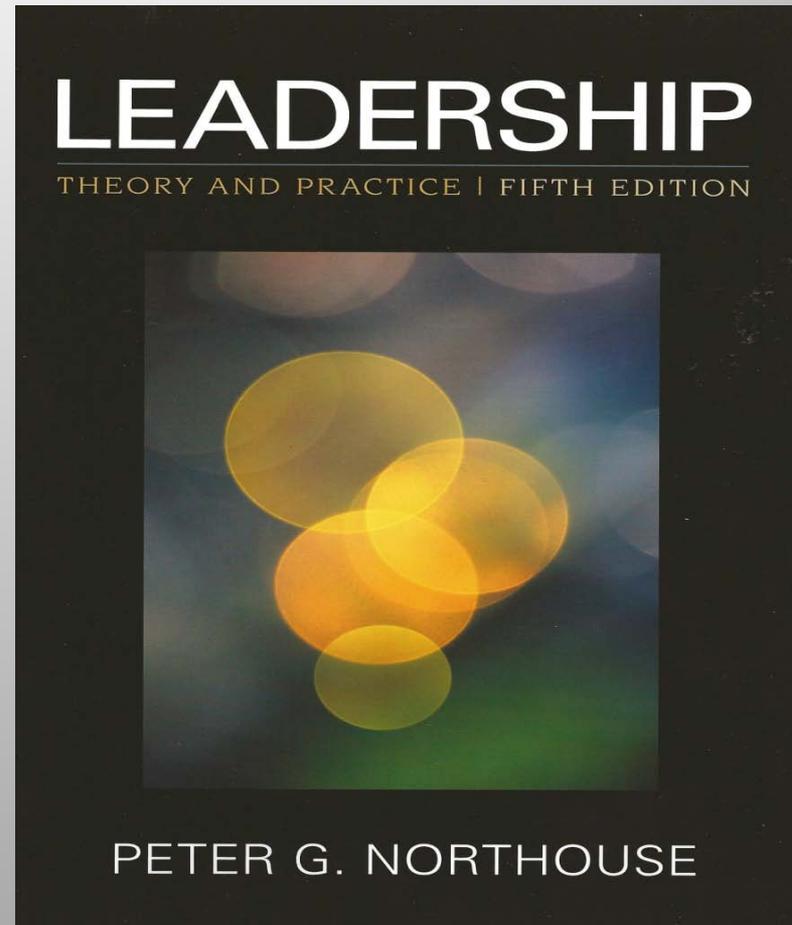


# LEADERSHIP IN GENERAL

# What Is Leadership?

Leadership is a complex process that involves the effort of an individual (i.e., a leader) to help groups identify and achieve personal and group goals.

- Adapted from Northouse (2010)



# What Do We Know About Leadership In Adults?

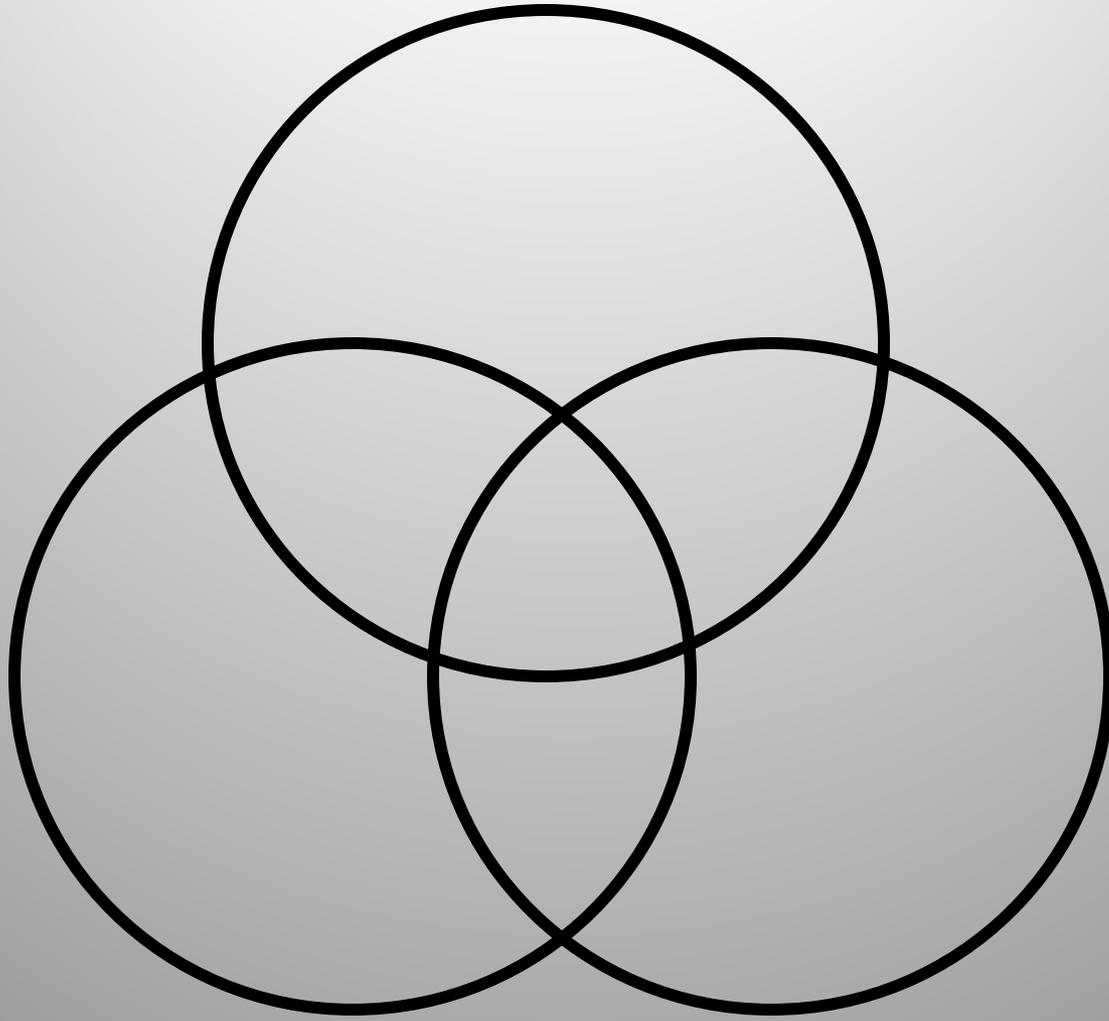
- Literally Thousands of Studies
- Numerous Theories (e.g., trait approach, path-goal, contingency, transformational, servant, psychodynamic)
- Much has been learned, but more research is certainly needed
  - *American Psychologist*, 2007

# What Do We Know About Leadership In Adults?

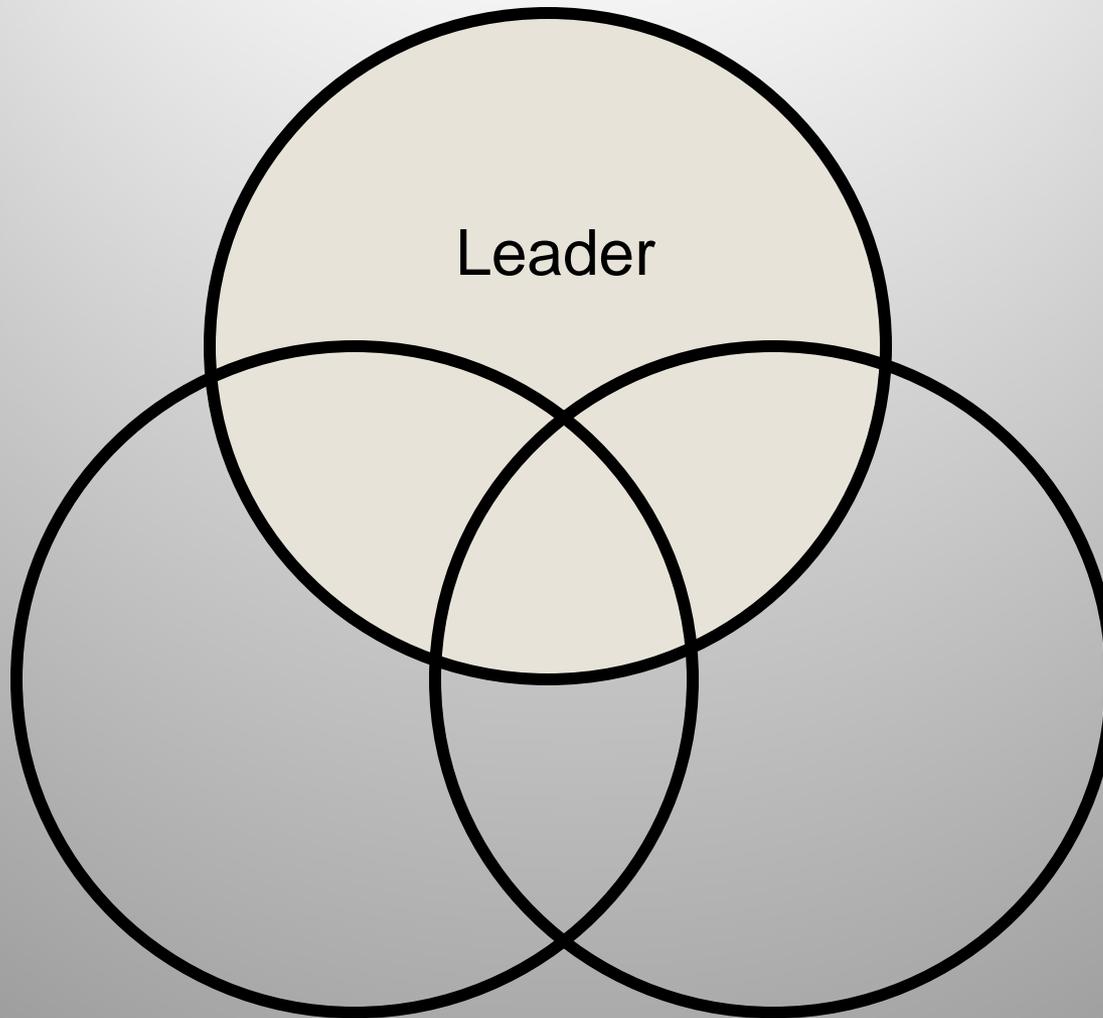
Avolio, 2007

- Findings have revealed that leadership is a complex process that involves the “interaction” of:
  - leader characteristics
  - follower characteristics and *needs*
  - situational influences
- Therefore, we must consider *the leadership context* while examining the “*dynamic interaction*” between leaders and followers.

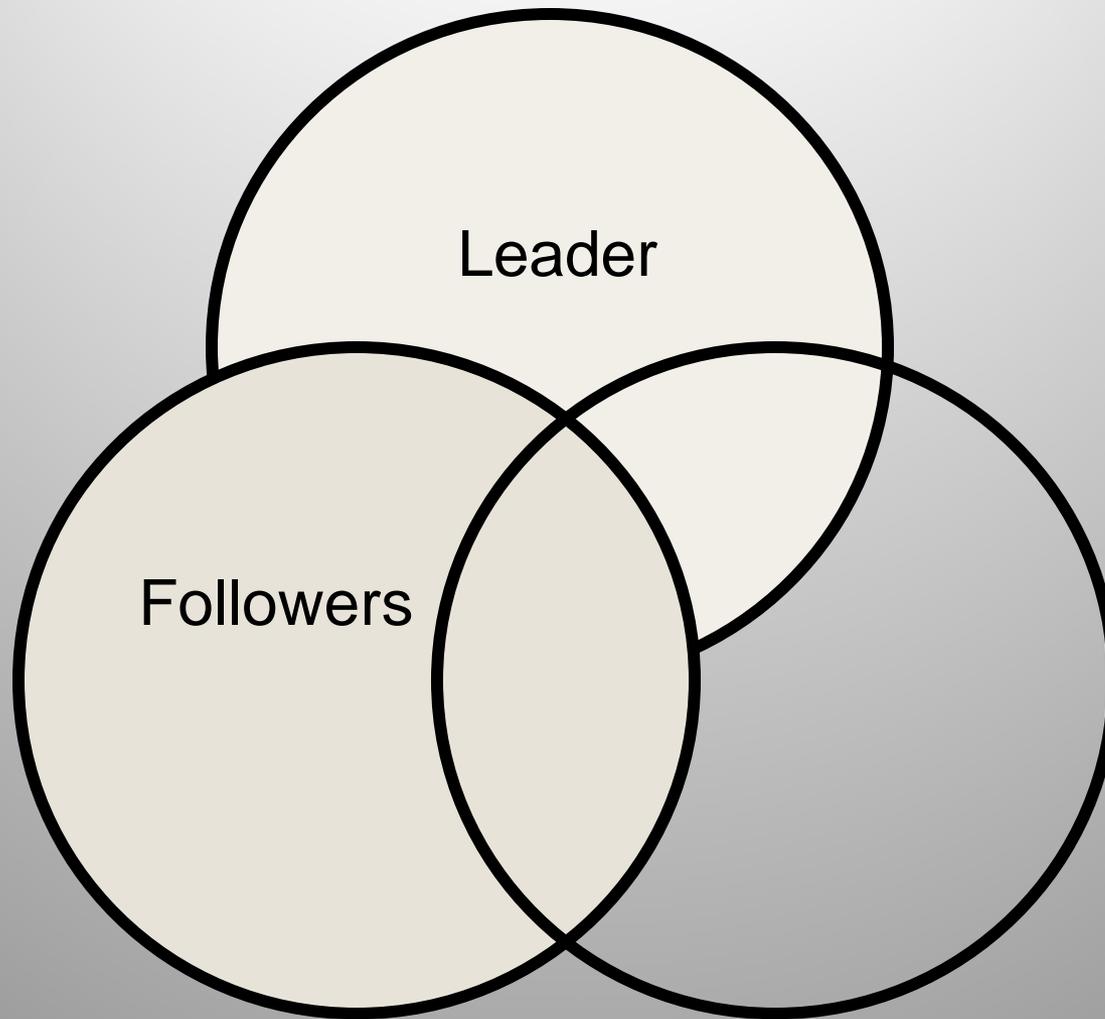
# Interaction Model of Leadership



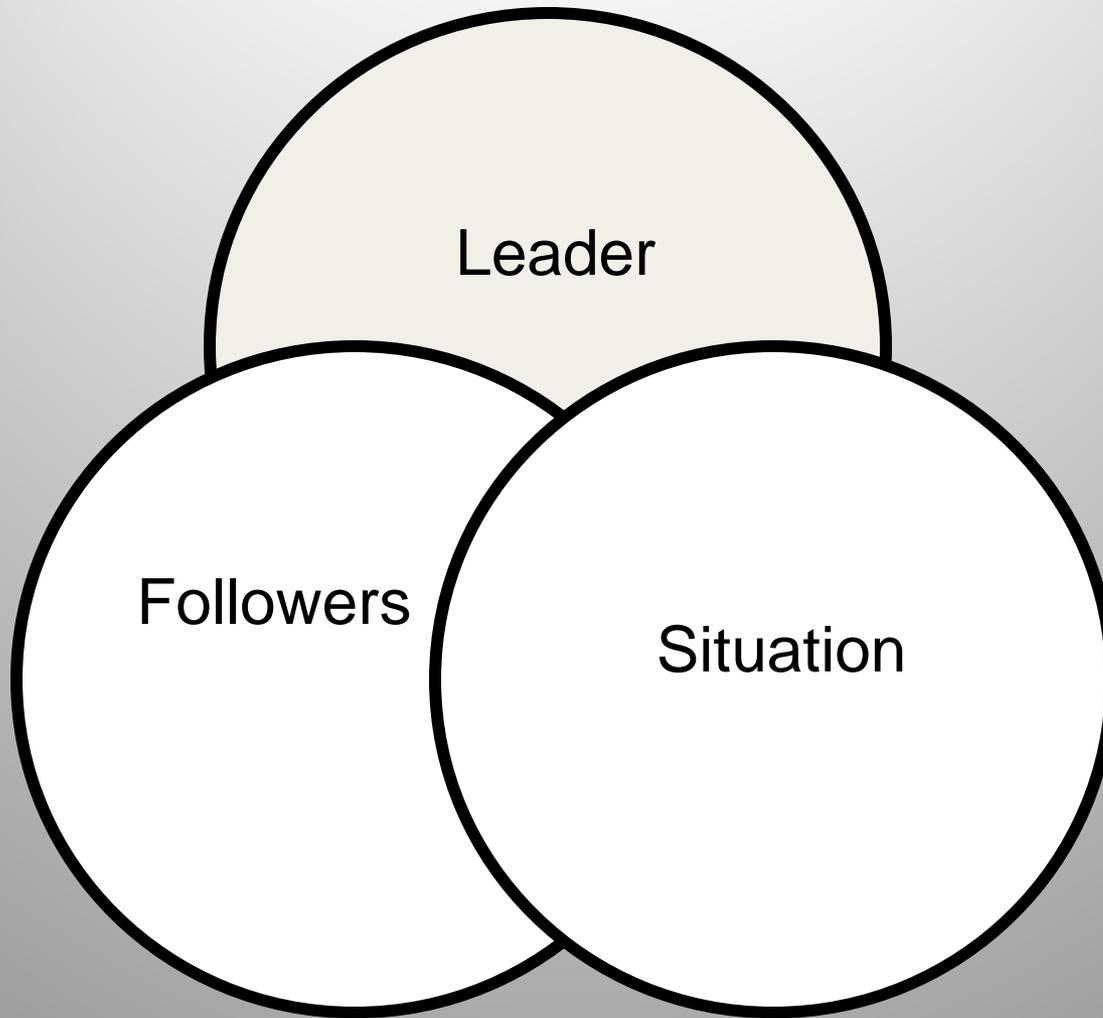
# Model of Leadership



# Model of Leadership

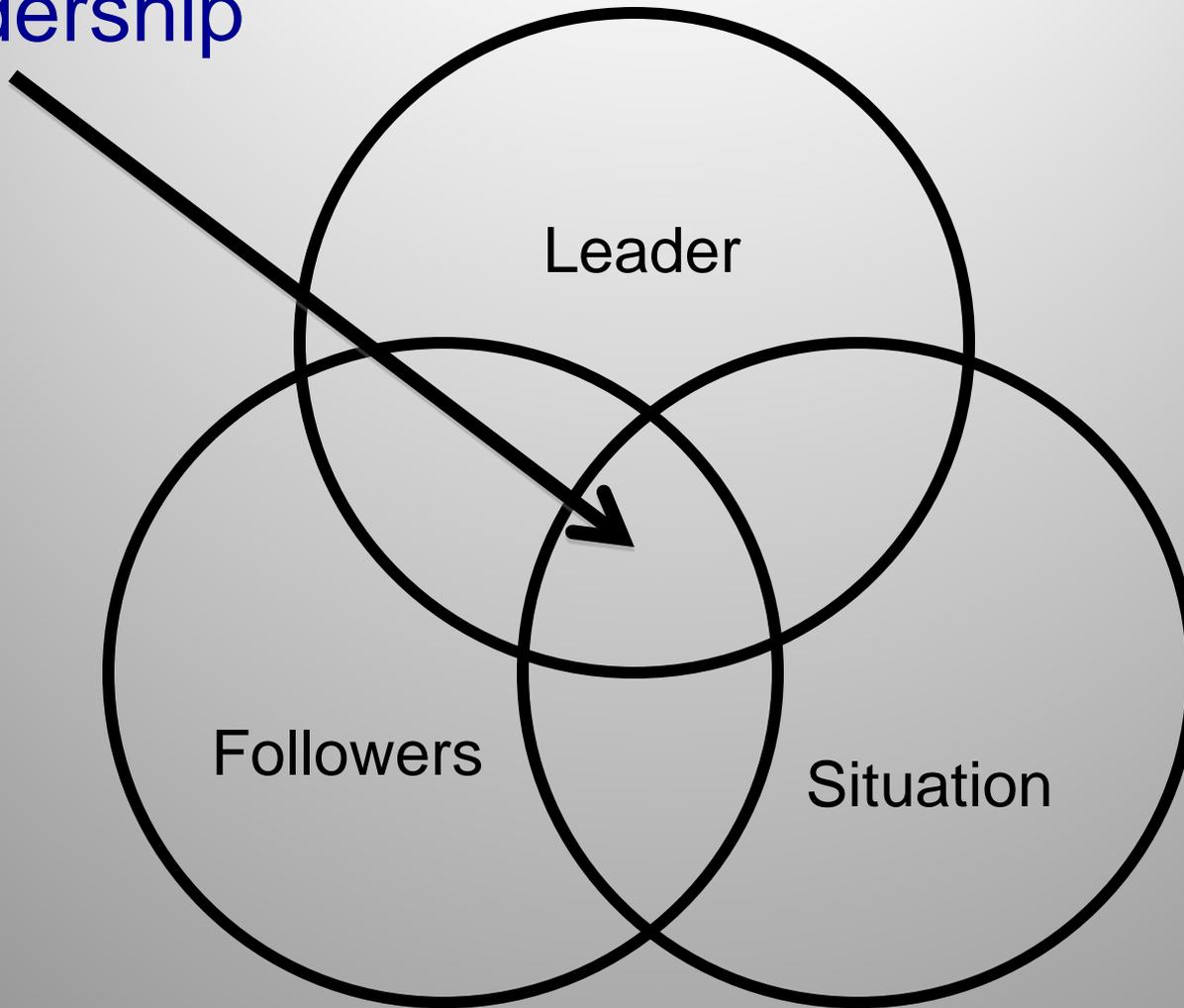


# Model of Leadership



# Interaction Model of Leadership

Leadership



# Call for a Paradigmatic Shift: What Should We Be Asking?

Hackman & Wageman (2007, p. 43)

- (1) Not do leaders make a difference, but **under what conditions does leadership matter?**
- (2) Not what are the traits of leaders, but **how do leaders' personal attributes interact with situational properties to shape outcomes?**
- (3) Not do there exist common dimensions on which all leaders can be arrayed, but **are good and poor leadership qualitatively different phenomena?**

# Call for a Paradigmatic Shift: What Should We Be Asking?

Hackman & Wageman (2007, p. 43)

- (4) Not how do leaders and followers differ, but how can leadership models be reframed so they **treat all system members as both leaders and followers?**
  
- (5) Not what should be taught in leadership courses, but **how can leaders be helped to learn?**

# YOUTH LEADERSHIP



# Determining What Youth Leadership Involves

- Youth leadership has been defined in many ways
  - At times, viewed so broadly that it is difficult to distinguish it from positive youth development in general.
  - At other times, youth leadership is seen as involving specific individual skills and attributes such as emotional intelligence, self-esteem, and moral character.

# Determining What Youth Leadership Involves

- Reviewing the literature is a challenging and complicated process because authors do not precisely specify what youth leadership is and what it involves.
- Definitional issues makes it difficult to systematically develop youth leadership without precisely defining it.
  - Baker, 1997
- **KEY:** We must be clear about how youth leadership is defined to effectively study and develop it in young people!

# Leadership & Factors Associated with Becoming a Youth Leader

- Youth leaders tend to be older and have higher ability and emotional intelligence than their counterparts.
- When nominated by peers, youth leaders are judged to have social support, status, an effective personality, and motivational attributes that make them leaders.
- Early youth experiences are related to both later life leadership patterns and leadership styles used.

(e.g., Avolio et al., 2009; Dhuey & Lipscomb, 2008; Schneider et al., 2002; Ward & Ellis, 2008).

# Advantages & Consequences of Being a Youth Leader

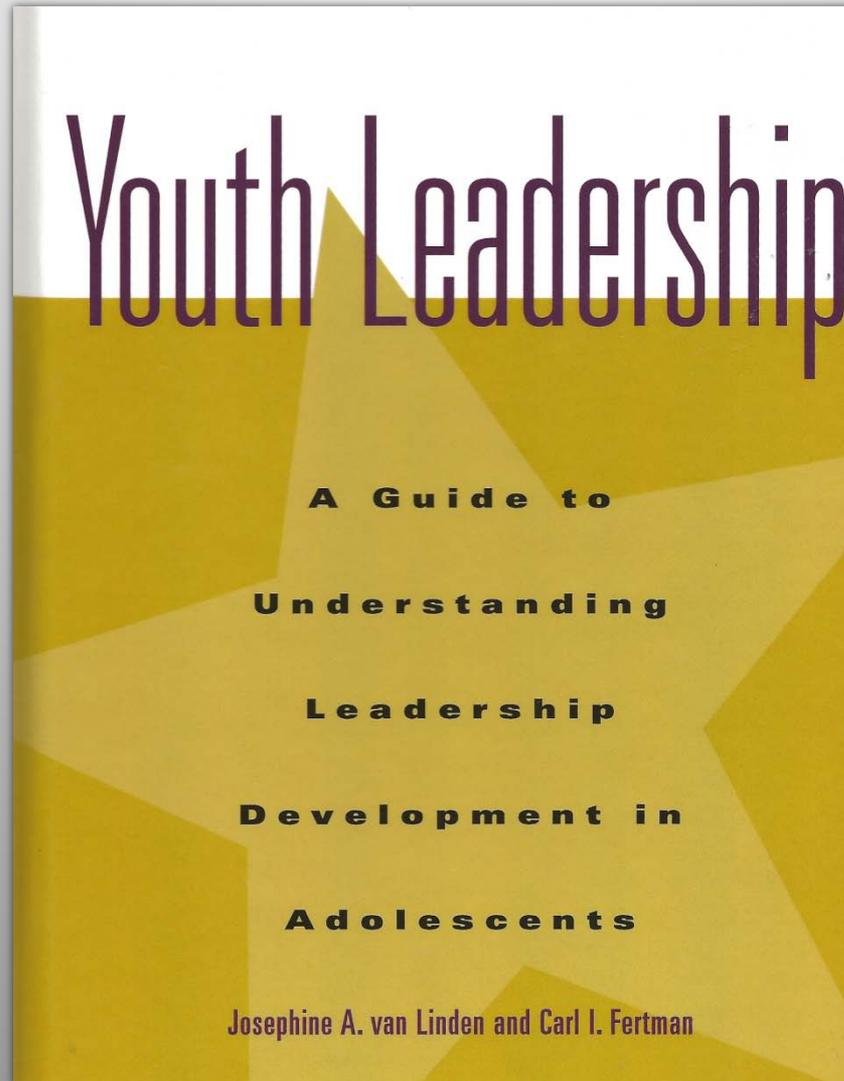
- Merely being an athlete does not correlate to adult leadership, although practicing leadership as a captain or school leader does  
(Extejt & Smith, 2009; Kuhn & Weinberger, 2005)
- Not all consequences of youth leadership may be positive (e.g., bullying maybe a form of destructive leadership)  
(Ferris, Zinko, Brouer, Buckley, and Harvey (2007))

# Leader Training Effectiveness

- Leadership training programs can effectively enhance leadership attitudes, behaviors, and skills in youth.



# Developing Youth Leadership: What We Know



# Youth Leadership Development Model

van Linden & Fertman (1998)

## *Unfolding Stages*

Stage 1: Awareness

Stage 2: Interaction

Stage 3: Mastery

Note: Youth move from transactional to transformational skills

## *Leadership Dimensions*

1. Leadership information
  - (e.g., what youth know about leadership)
2. Leadership attitude
  - (e.g., thoughts, dispositions, and feelings youth have about themselves as leaders)
3. Communication skills
4. Decision-making skills
5. Stress management skills

# Fundamental Principles of Youth Leadership

- Effective leadership = *reciprocal interaction* of:
  - **Leader characteristics**  
(e.g., traits, orientations, behavioral skills)
  - **Follower characteristics**  
(e.g., traits, orientations, behavioral skills)
  - **Situational influences**  
(e.g. resource availability, such as program funding)
- All young people can and need to learn leadership skills.
- But certain youth will have characteristics and previous experiences that will increase their capacity to lead and enhance their leadership effectiveness.

# Fundamental Principles of Youth Leadership

- Cultivating leadership in young people is difficult when adults dominate their environment.
- Developing youth leadership is as much an issue of adults giving young people responsibility and giving up control as it is about developing programs for youth.

# Fundamental Principles of Youth Leadership

**Learning how to lead is multi-faceted and involves:**

- Observational and experiential learning
- Trial and error
- Mentorship
- Formal education

(Doh, 2003; Kempster, 2006; Kouzes & Posner, 1987; Martinek & Hellison, 2009)

# Fundamental Principles of Youth Leadership

- Effective youth leadership development *requires experiential learning.*
- Young people in a leadership role need supervising adults to **allow them to make “meaningful” decisions** and to **become active agents** in their own development.



# **LEADERSHIP RESEARCH IN SPORT AND PHYSICAL EDUCATION**

# Leadership Research in Sport and Physical Education

## Adult Studies

1. Most conducted on coaches' leadership or athletes' perceptions of their coaches leadership.
2. Some studies conducted on athletes (emergent peer leaders, captains).
3. Results typically parallel the general psychology and business psychology literature.
4. The body of work is more limited in both theoretical scope and sheer number of studies conducted.

# Youth Sports Leadership: Research Areas

- The Importance of leadership as a life skill
- Psychological factors associated with youth leadership in sport
- Roles, responsibilities, and behavioral factors associated with youth leadership in sport
- Youth leadership development and training in sport

# Leadership as a Life Skill for Youth

## High School Coaches Ratings of Problems In Sport Today

M = 3.31 Failure to Take Personal Responsibility

M = 3.07 Poor Communication/  
Listening Skills

M = 3.07 Lack of Motivation/  
Work Ethic

M = 3.07 Athletes Having  
Problems With Parents

M = 3.05 Poor Grades

**M = 2.93 Poor Leadership**

Gould et al. (2006)

## Key Life Skills Focus Groups

- Young athlete, coach, sport psychologist and graduate student focus groups
- Leadership identified as a **key interpersonal life skill needing development** by British youth.

Jones & Lavalley (2009)

# Psychological Factors Associated With Youth Leadership in Sport

Price & Weiss (2011)

- Purpose: Examine peer leadership in sport by examining relationships among personal characteristics, peer leadership behaviors, and team outcomes.
- Participants: 191 adolescent female soccer players

# Psychological Factors Associated With Youth Leadership in Sport

Price & Weiss (2011)

- Peer leaders were characterized by higher perceived soccer competence, peer acceptance, behavioral conduct and intrinsic motivation.
- Effective peer leadership was associated with players who reported greater task, social cohesion and collective efficacy (confidence).

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Purpose: Gain an in depth understanding of high school sport leadership experiences
  - (e.g., roles and duties, ways their leadership ability was developed, attitudes towards sport leadership development programs)
- Method: Qualitative interviews with 13 former high school captains
  - (7 males, 6 females)



# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Most frequently cited roles & duties:
  - To Organize
  - To Set An Example
  - To Mentally Prepare Teammates
  - To Motivate & Encourage
  - To Provide Feedback
  - To Provide Support & Mentorship
  - To Enforce & Confront
  - To Facilitate Relationships
  - To Be Vocal



Photo: ST

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Little or No Training
  - 11/13 Captains



# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

## *Training:*

*“I just think it was kind of implied. Cause I mean we were both freshman and we both came up 4 years seeing both bad and good captains... [Coach] just assumed that we could take it from there...I wouldn't say that he taught directly, I would say he taught like indirectly. You know where you take it.”*

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Hammond-Diedrich & Walsh (2006)

- Purpose: Assess the effectiveness of a cross-age responsibility-based program designed to promote leadership in 11-15 year old underserved boys who taught physical activity to 4<sup>th</sup> grade youth.
- Qualitative Single Group Design: Using formal interviews, lesson observations, and field notes to measure leadership development.
- Youth improved their leadership skills and became more confident as leaders.
- Consistency was problematic in some of the participants.

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

- Purpose: Gain an in depth understanding of how high school coaches mentor their captains in effective leadership practices
- Specifically:
  - Leadership Philosophy
  - Training Methods
  - Biggest Mistakes
- Qualitative Single Group Design: Interviewed 10 Current High School Coaches
  - Known for developing leadership

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press )

## PROACTIVE METHODS

- Develop Good Communication
- Provide Feedback & Reinforcement
- Hold Coach-Captain Meetings
- Encourage/Conduct Formal Training
- Teach/Educate
- Provide Good Examples of Leadership
- Provide Autonomy
- Assign/Share Readings
- Provide Follow-up

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

## PROACTIVE METHODS

*“We run a 10-week leadership class with my seniors the year before. Part of what we use is Jeff Janssen’s book on team captains. Every week we go through a chapter... Sometimes I’ll teach it...and sometimes I’ll make them teach a part of it to the rest of the seniors...And that really tells them exactly what a leader is, what their roles are...” - **Coach 1***

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

## BIGGEST MISTAKES

- Giving Too Much Responsibility
- Not Giving Enough Responsibility
- Using Poor Selection Practices
- Not Communicating
- Failing to Reinforce/Educate
- Having Inappropriate/Poor Relationships
- Making Assumptions

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

## BIGGEST MISTAKES

*“One of the mistakes that I made early on in my coaching career is just assuming that a kid knew how to put the captain hat on... As a teacher I can't assume students walk into my class knowing all about the French Revolution. I can't assume then that my athletes know all about how to be a good person...I can't assume that they know their role...” - **Coach 5***

# Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

## RECOMMENDATIONS FOR COACHES

- Develop a strong leadership philosophy
- Practice empowerment
- Be proactive in your training approach



High School Coaches' Views  
on the Use, Training and Leadership  
Development of Team Captains  
*AASP Annual Conference 2012*

Jed Blanton, MS

Dana K. Voelker, PhD, NCC

Dan Gould, PhD



# Purposes

1. Describe the views, attitudes, and practices of a nationally representative sample of high school coaches on their use, training, and leadership development of captains
2. Examine if the views, attitudes, and practices of high school coaches differed as a function of demographics, leadership styles, and coaching efficacy

# Who are our respondents?

- 274 total respondents
  - 255 report using Captains, 19 do not

All Coaches (274)	Age = 43.4	Exp = 11.7
Male Coaches (214)	Age = 44.8	Exp. = 12.8
Female Coaches (60)	Age = 38.4	Exp. = 7.7



# Question Grouping

- The Primary Use of team captains (5)
- The Capacity of the captaincy position (5)
- Coaches' perceptions of Appropriate Roles for team captains (8)
- The Challenges that Captains Face (13)
- The Mistakes Coaches Make when working with Captains (7)
- The Mistakes Captains most often make (6)
- How Coaches Train Captains (20)
- Perceptions of Formal Leadership Training for Captains (6)



# Challenges Captains face (13)

Most Challenging	
Coping with Pressure from Teammates	3.13
Balancing Multiple Roles (Student, Athlete, Captain)	3.09
Staying Neutral in Conflict situations between teammates	3.07

Least Challenging	
Communicating with Coaches	2.27
Feeling Isolated	2.35
Overstepping Boundaries	2.57



# Mistakes that Coaches Make (7)

## Most often make the mistake of:

Failing to educate their captains on leadership	3.64
Making assumptions about what captains know and understand	3.62
Not giving captains enough responsibility	3.47

## Least often make the mistake of:

Having poor relationships with their captains	2.54
Relying on captains too much	2.84
Selecting the wrong captains	3.18

# Perceptions of Formal Leadership Training (6)

## Coaches Attitudes

Are formal Leadership Training programs for captains a good idea?	YES 83.6%	NO 5.5%
Do captains of male teams need to have different training than captains of female teams?	YES 33.2%	NO 54.0%
If you were to formally train you captains on leadership, how many hours per week could you devote to doing so?	M = 2.04 R - 0-10	

# Perceptions of Formal Leadership Training (6)

## Coaches Attitudes

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# Discussion

1. Captains biggest challenges most often deal with teammate issues.
2. Coaches want their athletes to learn transferable leadership skills and feel their athletes could learn leadership from being a captain.



# Discussion

- 84% of coaches feel leadership training would be a good idea and that training should be about 2 hours in length.
- 30% of the coaches feel male and female athletes would need different types of training



# Discussion

- Topics that would be most important to include in training captains would be:
  - *What it means to be a leader*
    - *How to serve as a liason between coach and team*
  - *How to mediate conflict between teammates*
  - *How to confront teammates*
  - *When and how to take risks*

# Implications for Guiding Practice

## YOUTH LEADERSHIP IN SPORT AND PHYSICAL EDUCATION

*Tom Martinek and Don Hellison*



## Becoming An Effective Team Captain: Student-Athlete Guide

MHSAA Captain's Leadership Development Program

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

Fall 2009  
Daniel Gould, Ph.D., Editor  
Institute for the Study of Youth Sports  
Michigan State University

[www.youthsports.msu.edu](http://www.youthsports.msu.edu)

# Implications for Guiding Practice

Gould & Voelker (2010) ; Gould, Voelker & Blanton (2012)

## Cultivating leadership in team captains

- Leadership appears to be under-recognized
- Many coaches appear frustrated with the leadership on their teams, but few seem to proactively develop leadership skills in their athletes.

# Implications for Guiding Practice

Gould & Voelker (2010); Gould Voelker & Blanton (2012)

## How can coaches cultivate leadership?

- **Be Proactive:**
  - Determine what leadership is for you, why it's important, and how you can best develop it in the young people you work with
- **Be a positive role model:**
  - Provide a mentorship experience to those young people we work with.
- **Teach** students and athletes about leadership principles:
  - Provide feedback on their leadership skills throughout the season.

# Implications for Guiding Practice

Gould & Voelker (2010) ; Gould Voelker & Blanton (2012)

## Cultivating Leadership in Team Captains

- Enhance captains' feelings of empowerment and autonomy by providing:
  - Opportunities to lead;
  - “Legitimate” leadership roles with “clear expectations”; and,
  - “Reasonably” challenging responsibilities.

# Implications for Guiding Practice

Gould & Voelker (2010) ; Gould Voelker & Blanton (2012)

## Cultivating Leadership in Team Captains

- Promote and **support other leadership learning** venues by encouraging captains to attend leadership development initiatives.
- **Hold captains accountable** for leadership lessons learned.

# Fundamental Principles of Youth Leadership

(Gould & Voelker, 2010)

- **Youth captain's leadership development occurs in stages:**
  - **Awareness** of one's leadership capacity.
  - Development of **basic “transactional” skills**
    - (e.g., making eye contact when communicating, focusing on positive reinforcement)
  - Moving to more **“transformational” skills**
    - Abstract interpretations of and interventions into one's environment
    - (e.g., understanding the complexity of leader-follower dynamics, developing and sharing a team vision, eliciting positive behaviors from followers)
  - **Transferring leadership skills** and aptitudes across **situations** and contexts

# Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- An “empowerment” approach is absolutely necessary for developing youth leadership.
- Important for adult leaders to pinpoint and acknowledge examples of good leadership for young athletes.
- Cross-age teaching is an excellent way to help young people learn to lead.
- Students must be given numerous opportunities to reflect on their leadership experiences.

# Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- Adult leaders must establish meaningful relationships with youth leaders and provide frequent opportunities for interaction and dialogue.
- Adult leaders should help young people engage in the broader community.
- Adult leaders should focus their attention on youth leaders' strengths rather than weaknesses.
- Adult leaders should help youth learn to problem solve by formally listing problems and discussing how to solve them.

# Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- Adult leaders must **regularly help youth leaders self-evaluate** their leadership practices.
- Adult leaders must assist youth leaders in **assessing current leadership abilities** and identifying future goals.
- Adult **leader guidance and feedback** are critical to youth leader development.

# Youth Leadership Development Model

Martinek & Hellison (2009)

## Youth Leadership Development Model

- Learning to take responsibility
- Leadership awareness
- Cross-age leadership
- Self-actualized leadership

## Hellison's (1995) Responsibility Model

Level 1: Respecting rights and feelings of others

Level 2: Participation and effort

Level 3: Self-directions

Level 4: Helping others and leadership

Level 5: Transferring what has been learned



# SUMMARY & CONCLUSIONS

# Developing Youth Leadership is an Imperfect Process

- Young people **can certainly learn** to lead and become effective in leadership roles.
- However, **some will struggle** with taking on responsibility, mastering the skills needed, learning how to effectively interact with others, and following through on commitments.

# Developing Youth Leadership is an “Imperfect” Process

- Coaches and other adults fostering youth leadership in young athletes must understand this fact, **demonstrate patience**, and be sure **not to overreact** by taking too much control when problems do occur.
- The key is to **recognize** that making mistakes, **acknowledging them**, and **devising plans for improvement** is an integral part of the leadership learning process, especially in young people.

# Developing Youth Leadership is an Imperfect Process

- Training youth leaders is a **MINDSET**, not just an activity.
- The “**art**” of developing youth leadership is providing enough guidance and intervention to ensure that the overall experience is positive and that errors are treated as learning opportunities.

# Teaching Youth How to Lead

1. When to set firm boundaries and when to be flexible?
2. When to support a young leader's goals and when to challenge them?
3. How to grant young leaders choice and autonomy without putting them at risk (or disadvantage)?
4. When to listen and be empathic and when to give one's point of view? and,
5. When to let leaders learn from mistakes?

- Larson (2006)

**5 TOUGH BUT ESSENTIAL QUESTIONS**

# Effects of Coaching on Young People

- **Alonzo Stagg:**

*Legendary football coach Alonzo Stagg was asked if he had a successful season. Stagg's response: "I don't know, I need to wait 30 years to find out."*

- **True youth leadership development takes years to determine!**



# THANK YOU

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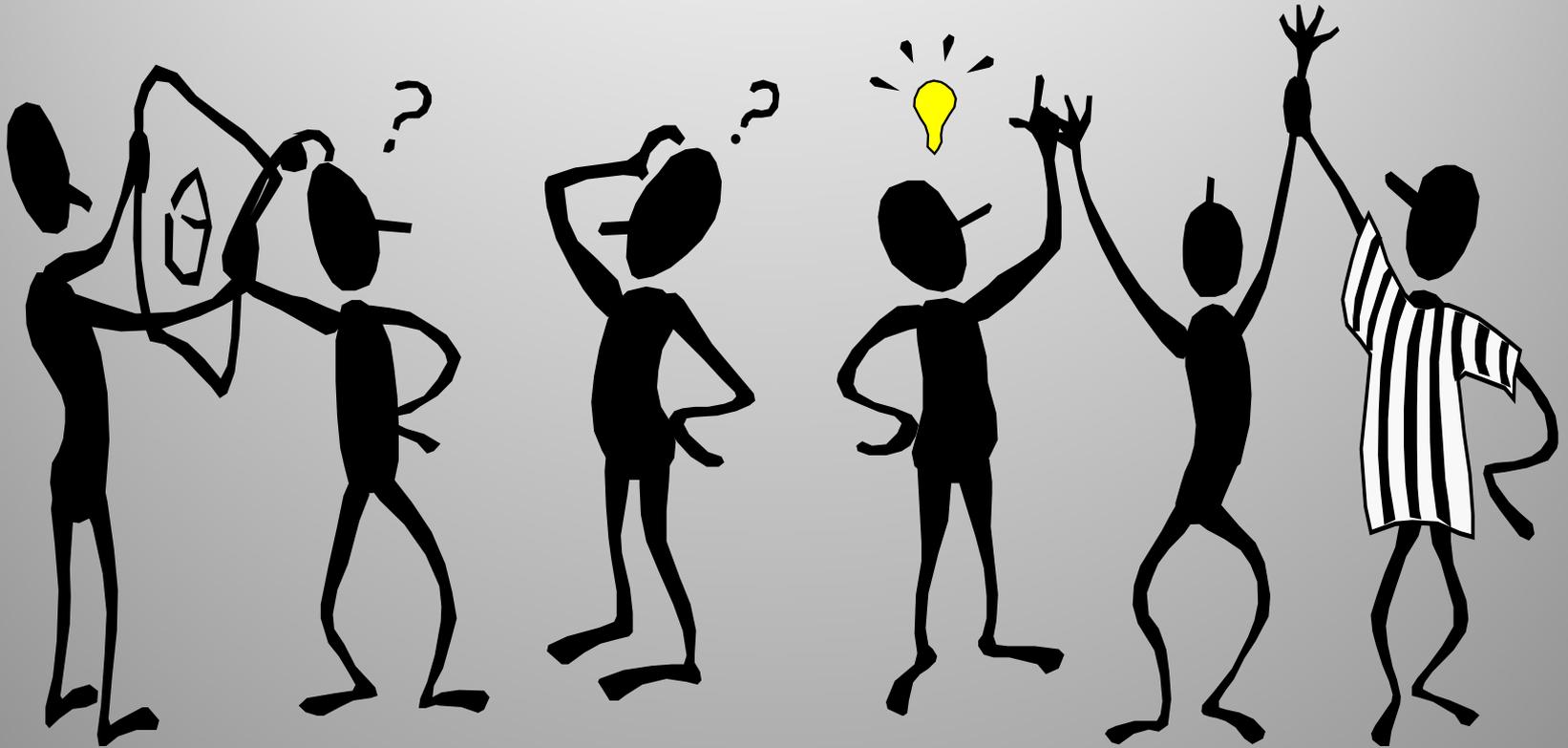


Michigan State University



Institute For The Study Of  
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# QUESTIONS



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Giving Hope. Improving Lives.



# LEADERSHIP SYMPOSIUM 2013

INSPIRING FUTURE LEADERS

<b>Breakout Sessions 1 (12.15pm to 1.15pm)</b>	<b>Venue</b>
Dr Ralph Pim: Strategies To Transform Your Core Values Into Actions	Auditorium, L5
Dr Benedict Tan: Character Development Through Sailing	Executive Media Room, L5
Sharing by Primary School on implementation of Game For Life Toolkit	Function Room, L4 (4-1)
Sharing by Secondary School on implementation of Game For Life Toolkit	Function Room, L4 (4-2)

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