

## S4D Competences as part of a training session: The S4D Training Session Cycle

An **S4D training session** seeks to intentionally **develop life competences/skills** of children and youth. The development of competences has to be prioritized and should be part of every phase of a training session. S4D training sessions are guided by learning objectives and discussion questions (see [S4D Reflection Guideline - RG](#)), which should be planned, delivered and assessed in the following way:

BEFORE (preparation)	DURING (implementation)	AFTER (wrap-up)
<p>To help with your <b>preparation</b>, you can use the <a href="#">S4D Planning and Reviewing Sheet</a></p> <p><b>Step 1</b>  <b>Identify the life competences/skills and sporting competences</b> you want to address during the training session:  <a href="#">S4D Competences Children &amp; Youth</a></p> <p><b>Step 2</b>  <b>Formulate the learning objectives</b> that are related to the life competences/skills and sporting competences:  <i>“After the training session the children and youth should be able to...”</i></p> <p><b>Step 3</b>  <b>Select S4D activities</b> that are relevant to the S4D competences you seek to develop.        → You can find examples in our <a href="#">Teaching and Learning Material</a> page in the Toolkit.</p>	<p>The development of competences should be part of every phase of <b>implementation</b>:</p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>✓ <b>Have a look back:</b> what happened after the last training session? (→ Homework; see Step 4 “Action” <a href="#">RG</a>, p. 4)</li> <li>✓ <b>Have a look ahead:</b> What will happen in this session? (Introduction of learning objectives, sensitization)</li> </ul> <p><b>Main part</b></p> <ul style="list-style-type: none"> <li>✓ <b>Find a balance</b> between S4D activities and reflection (see “Timing” <a href="#">RG</a>, p. 2)</li> <li>✓ <b>Watch out for teachable moments!</b> (see <a href="#">RG</a>, p. 3)</li> </ul> <p><b>End</b>        (see “S4D reflection cycle” <a href="#">RG</a>, p. 3 et seq.)</p> <ul style="list-style-type: none"> <li>✓ <b>Reflect:</b> Ask about their experience</li> <li>✓ <b>Connect:</b> Make a connection to daily-life situations</li> <li>✓ <b>Apply:</b> Ask about specific actions in daily-life situations</li> <li>✓ <b>Action:</b> Agree on specific actions until the next training session</li> </ul>	<p>To help prepare the <b>wrap-up</b> check your <a href="#">S4D Planning and Reviewing Sheet</a></p> <p><b>Step 1</b>  <b>Reflect on your S4D training session:</b></p> <ul style="list-style-type: none"> <li>✓ What went well, what didn’t?</li> <li>✓ During which activity(ies) did the children and youth have (no) problems?</li> <li>✓ Which learning objectives were achieved and which ones were not?</li> </ul> <p><b>Step 2</b>  <b>Critically review and assess the session:</b></p> <ul style="list-style-type: none"> <li>✓ What could you have done differently?</li> <li>✓ What could you improve?</li> </ul> <p><b>Step 3</b>  <b>Decide on actions for the next training session on the basis of your reflection and assessment</b>, e.g. on which S4D competences you should focus on next time?</p>