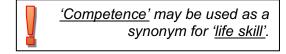
Life Skills and the SDGs

This course combines the knowledge of the basic course on *Developing Life Skills* with knowledge of the advanced course on *The SDGs and Sport*. It is essential to have studied the contents of those two courses before continuing with this one.

As we learned in the course on *Developing Life Skills*, there are three main competence clusters: *Self, social and methodological competences*. These clusters can all be broken down into specific, teachable and learnable competences/life skills. There are also competence frameworks for **youth participants**, **coaches** and **instructors**. The frameworks can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – S4D Competences.

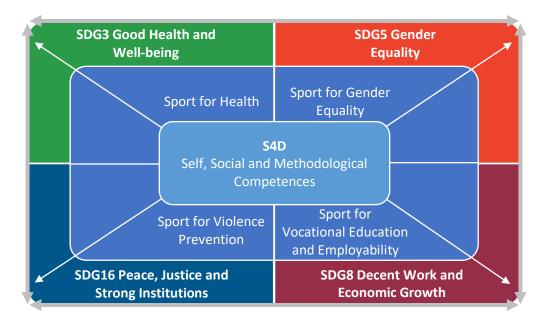
As we also learned in the course on *The SDGs and Sport*, the *basic life skills should be extended and specified by linking them to selected topics* such as:

- ✓ Sport for Health
- ✓ Sport for Gender Equality
- ✓ Sport for Violence Prevention
- ✓ Sport for Employability



It is now possible to even further extend and concretise these competence frameworks by linking topics to SDGs.

The aim is to *connect topic-specific life skills with selected, corresponding SDGs and their targets and indicators*. This is visualised in the graphic below.



In order for sport to be able to make a meaningful contribution to an SDG, exercises and activities need to target the achievement of selected SDG indicators and targets.

Training sessions need to be planned accordingly with the help of methodical sequences to ensure that *suitable S4D exercises help build SDG-specific life skills*.

Below, you will find an example of an SDG-specific competence framework for SDG3 Good Health and Well-being, based on the framework from the basic course on *Developing Life Skills*.

	3 GOOD HEALTH AND WELL-BEING	Specified	through Contrib	ute to Contribu	ute to Contribu	ute to
- ₩•		Competences/Life Skills Children and Youth gain in S4D	SDG3-specific S4D exercises	Competences/Life Skills Children and Youth gain in Sport for Good Health and Well-Being (SDG3)	Selected SDG3 Indicators	Selected SDG3 Targets
Self-Competences	Resilience	follow one's goal despite failure or defect	The coach should use an exercise that contributes to (youth) participants' resilience regarding SDG3 and, more specifically, substance abuse	stay determined through maintaining and choosing healthy choices despite negative influences in their lives	Indicator 3.5.2: Harmful use of alcohol, defined according to the national context as alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol	Target 3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
Social Competences	Solidarity	develop and maintain a mindset of solidarity that supports the ideas, values and activities of others	The coach should use an exercise that contributes to (youth) participants' solidarity regarding SDG3 and, more specifically, mental health	support an attitude of inclusiveness towards self-efficacy (e.g. productivity, goal achievement) and care about people's health	Indicator 3.4.2: Suicide mortality rate	Target 3.4: By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
Methodological Competences	Decision-Making	forecast outcomes of options/decisions and determine the best option/decision for a particular situation	The coach should use an exercise that contributes to (youth) participants' decision-making skills regarding SDG3 and, more specifically, sexual and reproductive health	include health promoting behaviours, including in sexual and reproductive health topics, in their daily routines	Indicator 3.3.1: Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations	Target 3.3: By 2030, end the epidemics of AIDS, [] and other communicable diseases