

Developing Life Skills

As was laid out in the course on *Multidimensional Development of Participants*, sport for development is about more than 'just' physical exercise and skills training. In combination with the comprehensive development of (youth) participants, the aim is to **promote and develop life skills**. This course in Developing Life Skills looks more closely at what skills can be taught and how. As always, bear in mind that there are five main principles and that S4D can only develop its full potential if all principles are taken into account and applied.

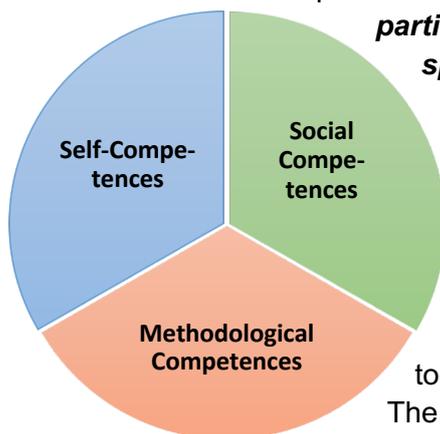


! *'Competence' may be used as a synonym for 'life skill'.*

Life skills are essential in helping (youth) participants **overcome challenges on and**

off the training field and in ensuring that they live successful and fulfilling lives. All of the life skills listed in this course do not have to be taught in each and every country or project. Instead, they represent the entirety of life skills that can be taught using S4D.

Sport lends itself as a useful instrument for teaching life skills because **youth participants can be easily targeted and actively involved through sport**. Life skills should be incorporated into a normal training session, making their conveyance more subtle and intrinsic than if they are taught using more traditional teaching methods. That way, children and young people can experience skills first-hand and they will be able to incorporate them more readily. There are three main **competence clusters: self, social and methodological competences**. Each of these clusters consists of a number of specific, individual life skills that can be developed using sport as a tool. A full list of these life skills is displayed below.



The detailed, basic competence clusters for children and youth can be found on the *'Sport for Development Resource Toolkit'* website under:

[Essentials – S4D Competences – Children and Youth Competences](#). However, even the detailed, basic *Framework Children Youth Competences Sport for Development* can still seem rather broad and undefined. It is therefore absolutely essential that the **individual skills of each cluster are always tailored to the specific context and topic of the S4D training session** such as Sport for Health, Sport for Gender Equality, Sport for Violence Prevention or Sport for Employability.

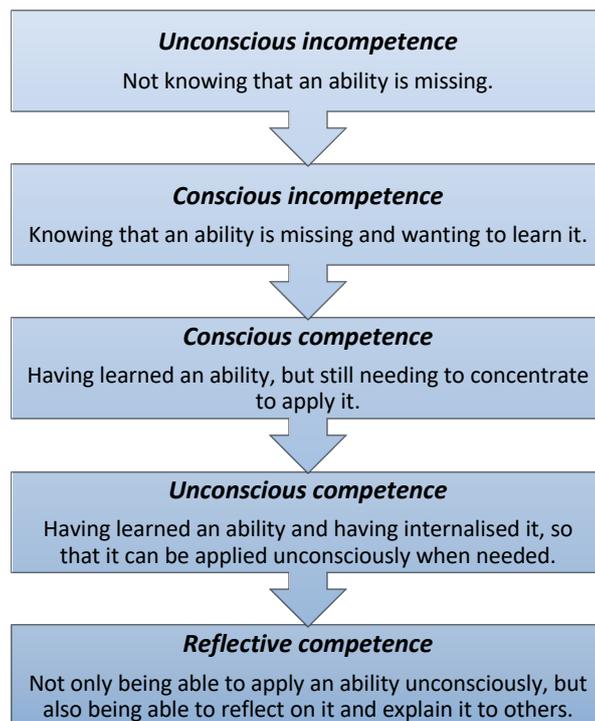
The aim of S4D is to **integrate life skills into training sessions** in a way that allows youth participants to incorporate them into and transfer them to their daily life contexts. A broad range of skills can be taught using sport as a tool for their development. These include the following:

Self Perception	Trust	Motivation	Responsibility	Resilience	Discipline	Conflict Resolution
Goal Orientation	Adaptability	Creativity	Empathy	Solidarity	Cooperation	Respect & Tolerance
	Fair Play & Equality	Communication	Critical Thinking	Decision-Making Skills	Problem Solving	

In order for (youth) participants to be able to develop life skills using S4D activities, it is important to be aware of the process that takes place when developing these skills. The different self, social and methodological competences need to be developed repeatedly and consistently so that participants incorporate them over time and are able to move from unconscious incompetence to reflective competence.

As was mentioned before, competence frameworks need to be tailored to specific topics and contexts. A useful example of what such a topic-specific competence cluster can look like can be found on the 'Sport for Development Resource Toolkit' website under: [Topic Collection – Sport for Employability – Competences – Competences Children and Youth](#).

A few selected examples of detailed, basic S4D life skills (as opposed to topic-specific life skills) taught in a Sport for Employability training session are included in the table below. These examples are a representative sample only and by no means provide a complete overview. The full competence frameworks can be found under the link provided above.



		Life skills children and youth gain in S4D	Life skills children and youth gain in Sport for Employability
Self Competences Social Competences Methodological Competences	Self-Confidence and Trust	...know about their abilities and qualifications	... be confident and trust in their abilities and qualifications to take (courageous) decisions (e.g. apply for a job)
	Respect, Fair Play and Tolerance	...be tolerant and considerate of diversity	...be respectful and stay tolerant with new colleagues or teammates who come from a different environment or context
	Decision-Making	...evaluate a given situation and select an appropriate course of action	...evaluate a given situation on the pitch, or at the workplace, and select an appropriate course of action