How to Use this Manual

The following course focuses on how to **develop life skills** using S4D, which is one of the *five main principles of Sport for Development* (S4D). Remember that the term *(life) competences* may be used as a synonym for *life skills*, depending on the context. The meaning is identical, but we decided to predominantly use the term *life skills* in this manual.

The manual is divided into two parts.
The first part introduces the topic itself. It explains what life skills are and how they can be taught in an S4D context. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of life skills in S4D.
You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.
This is the focus of the second part of the course. It is the **facilitation part**, written in the form of guidelines on how to teach a course on developing life skills.
It takes the perspective of a course facilitator who wishes to teach coaches how to become instructors.
The course therefore aims to train current coaches as instructors.
This process is visualised in the following graphic.
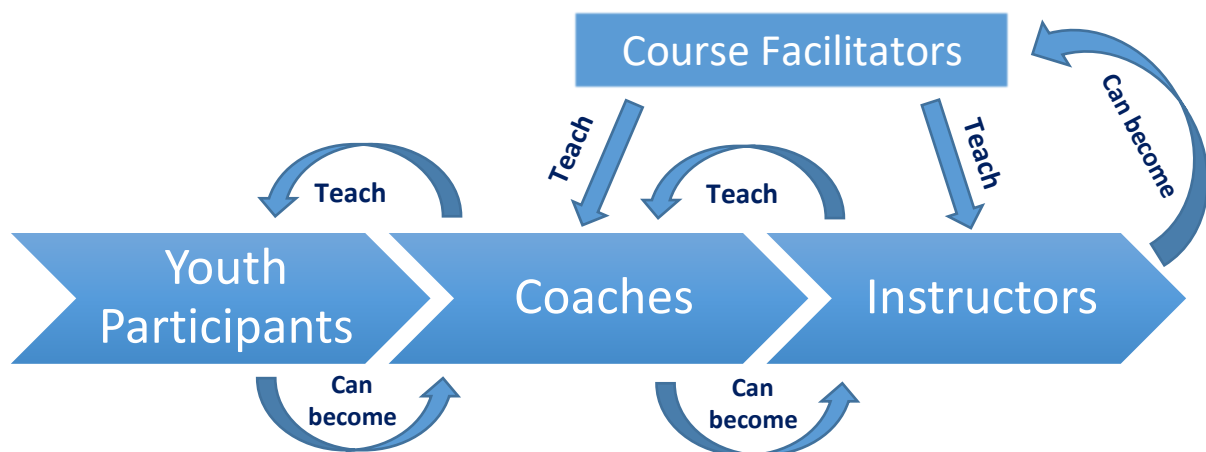
In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *Developing Life Skills*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

This course can be used as part of an S4D workshop for instructors. Competence development should be one of the most important aims of such a workshop.

Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.
To properly assess different S4D activities, it is important to use the appropriate tools and methods. There is **no one-size-fits-all solution in M&E**. Coaches and instructors must be able to use the right approaches for the right situations. More information can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – M&E in the field of S4D and in the overarching course on *Monitoring and Evaluation*.

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.
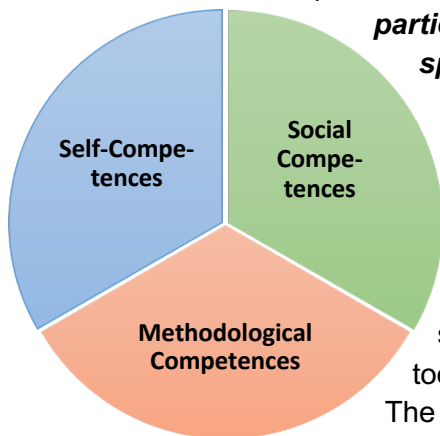
The detailed, basic competence clusters for children and youth can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – S4D Competences – Children and Youth Competences. However, even the detailed, basic *Framework Children Youth Competences Sport for Development* can 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.
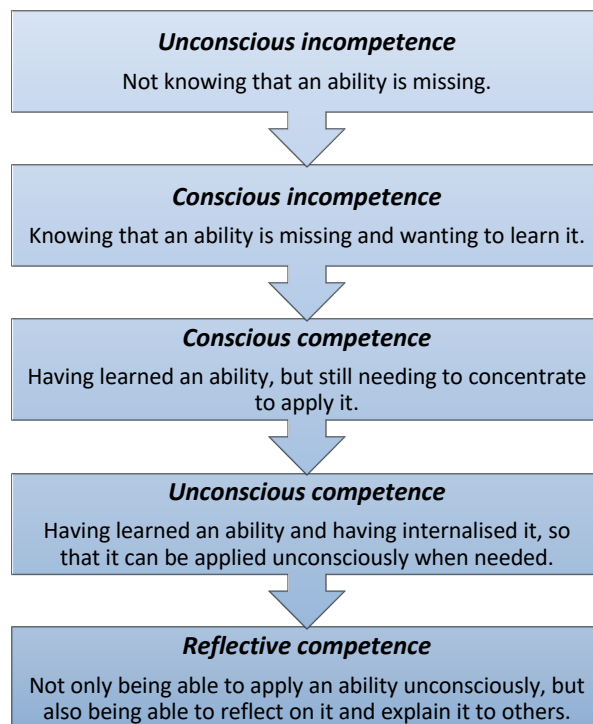
The aim of S4D is to **integrate life skills into training sessions** in a way that allows youth participants to incorporate them into and transfer them to their daily life contexts. A broad range of skills can be taught using sport as a tool for their development. These include the following:

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.

Unconscious incompetence
Not knowing that an ability is missing.

Conscious incompetence
Knowing that an ability is missing and wanting to learn it.

Conscious competence
Having learned an ability, but still needing to concentrate to apply it.

Unconscious competence
Having learned an ability and having internalised it, so that it can be applied unconsciously when needed.

Reflective competence
Not only being able to apply an ability unconsciously, but also being able to reflect on it and explain it to others.

		Life skills children and youth gain in S4D	Life skills children and youth gain in Sport for Employability
Self 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)
Social Competences	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
Methodological Competences	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

How to Facilitate the Course

It is the course facilitator's task to **accurately and successfully convey the knowledge** of the *Content* part to the instructors in the class. It is also essential for **instructors to learn how to convey this knowledge to other coaches**.

To do so, it is recommended to split the course into the sections *Theory*, *Practice* and *Reflection*. It is essential to pursue the stated competences. Every course participant should have gained these competences by the end of the course in order to become a qualified instructor.

Furthermore, course facilitators must be aware of and **consider diversity among course participants**. Much like youth participants, coaches and future instructors come from diverse backgrounds with different levels of knowledge, needs and goals. This must always be taken into account. More information on this can be found in the basic course on *Appropriate Educational Goals* and in the overarching course on *Adult Education*.

1.) Theory

In the theoretical introduction of the course it is important for the course facilitator to **include all of the information of the content part** on developing life skills. This information should be conveyed using several methodological and didactical approaches. It can be good to alternate and use different methods and approaches to convey the knowledge. The course facilitator may for example:

- Allow some instructors to present their own S4D projects, while focusing on the life skills integrated into their projects
- Use group work to let instructors share their experiences of the integration and development of life skills, describe any obstacles and try to find solutions to common problems

> ### Theory
>
> **Competences:** Course participants...
> - are able convey their knowledge about the development of life skills
> - are able to raise coaches' awareness of the importance of the S4D competence development model, including the three competence clusters
> - are able to use a wide range of methods (e.g. group work) when teaching about the development of life skills and adapt their methodology if necessary

Since course participants should already be familiar with the development and integration of life skills in S4D, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches as future instructors. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use, so that they will be able to train coaches.

2.) Practice

A practical demonstration in the form of an S4D training session is an important part of the course. It helps to **consolidate the previously gained knowledge and visualise the content**. The S4D training session can either be led by the course facilitator or by an experienced course participant. Note that not all course participants need to take part in the actual training session. They may be split, with one group acting as training participants while the other group observes the S4D training.

The observer group must **pay particular attention to the specific life skills that the coach has chosen** and especially to **the way in which the coach integrates these into the training session**.

A helpful instructor tool for conducting a training observation can be found on the '*Sport for Development Resource Toolkit'* website under: <u>Tools For Your Practice – S4D Tools for Ensuring Quality Education – M&E Tools for Follow-up Activities – M&E Tool/Template 'Follow-up Training Observation and Interview'</u>.

The observations will be discussed in a subsequent *Reflection* session. Ideally, every instructor should observe at least one S4D training session and subsequently learn to give constructive feedback to the training session coach.

Practice

Competences: Course participants...
- are able to critically observe and assess an S4D training session, especially with regard to the integration and development of life skills
- are able to enhance coaches' ability to identify the life skills needed by youth participants
- are able to advise coaches on how to reflect on and convey the transfer of life skills to youth participants
- are able to give constructive feedback and recommendations to coaches on the integration and development of life skills in S4D

3.) Reflection

In this session, the previous **observations are openly discussed** in the plenary, led by the course facilitator. Questions should be posed to the course participants, such as:

- Which life skills were taught in the previous session?
- How did the coach integrate them into the training session?
- Were the exercises which the coach used appropriate and effective in developing the chosen life skills?

To finish, the course facilitator should summarise the elaborations from the current and previous sessions and recap on the most important aspects of the entire course.

Reflection

Competences: Course participants...
- are able to critically assess an S4D training session, especially with regard to the integration and development of life skills
- are able to give and receive feedback in a differentiated and professional way, especially concerning the development of life skills
- are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning the development of life skills
- are able to encourage coaches to critically assess the purposefulness of other approaches and methods when integrating and developing life skills of youth participants

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Further important competences that an instructor should possess can be found on the *'Sport for Development Resource Toolkit'* website under: Essentials – S4D Competences – Instructor Competences.