

## Structure of an S4D Training

While *Structure of an S4D Training* is one of the basic courses, it is beneficial to have already studied some other basic and advanced courses before continuing with this course. Careful study and an understanding of the basic course on *Developing Life Skills* and the advanced course on *Life Skills and the SDGs* are particularly important. 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.

In order for sport to make a meaningful contribution to overcoming challenges in everyday life, S4D activities have to be specifically targeted at developing life skills.

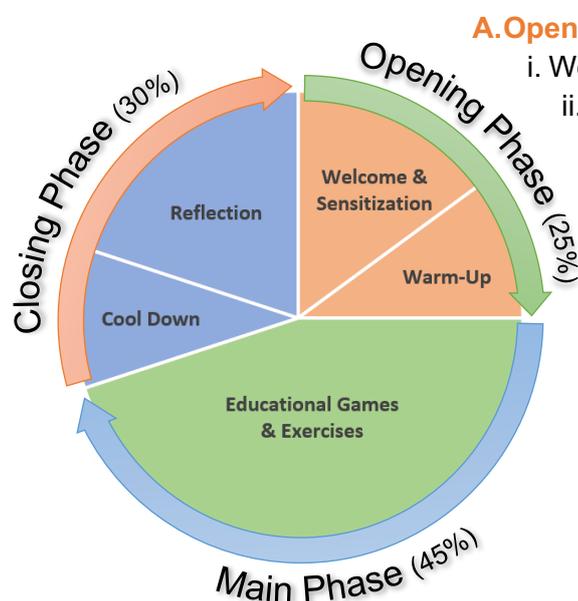
It is crucial that participants are empowered to not only apply such skills on the pitch during training sessions but to also transfer them off the pitch into their everyday lives.

To help with this, training sessions must be planned and structured accordingly.

However, the transfer of life skills from the training field into daily life contexts is both the most important and at the most difficult step. A clear training structure can help to facilitate this transfer.



The ideal structure of a S4D training course is as follows:



### A. Opening Phase (25%)

- i. Welcome and Sensitization (15%)
- ii. Warm-Up (10%)

### B. Main Phase (45%)

- iii. Educational Games and Exercises

### C. Closing Phase (30%)

- iv. Cool down (10%)
- v. **Reflection** (20%)

While this is the recommended structure for S4D training courses, this might not always be possible (e.g. S4D in PE lessons). The goal is then to adapt the structure to the circumstances while trying to stay as close as possible to the recommended structure of an S4D course.

The final **reflection is always the most important part** as the experience gained on the pitch is transferred to challenges in participants' everyday life. However, it is advisable to not only have one reflection at the end of the training session but also **one additional short reflection directly after each exercise/game**. Otherwise participants might have forgotten experiences from the beginning of the training by the end of it. S4D coaches need to be well trained to moderate reflections effectively as they go beyond the usual, often familiar exercise instructions.

During the **sensitisation** phase at the beginning of a training session, the coach should try to adhere to the following **guidelines**:

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1. Describe what will be done in today's S4D training session and what the educational goals are (*cognitive, social, sport-related as well as physical*)
  2. Explain why the chosen (SDG-specific) life skills of today's training session are relevant for the (youth) participants
  3. Discuss together with participants the situations in which the chosen life skills are particularly useful (both in sport and in everyday life)

Going through these steps should help prepare and sensitise participants for the upcoming training session and the reflection that follows.

The **main phase** focuses on the educational games that have been specifically chosen to promote and improve the four dimensions of development including the life skills. Bear in mind that it is not enough to use only one educational game per life skill. Like sport-related skills, **life skills need to be developed sustainably** over several training sessions, using different exercises, games and techniques. More on this can be found in the course on *Developing Life Skills* and *Life Skills and the SDGs*.

As mentioned before, a **reflection after every exercise** is a vital step in order to ensure the transfer of skills from the training field into the daily life contexts of participants. The coach should try to adhere to the following **guidelines**, asking participants *questions* to **encourage an active reflection process**:

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1. Describe what has been done and talk about what has been noticed during the exercise/training session.  
Q: *What have we done during this exercise/S4D training session? What have you noticed?*
  2. Explain why certain things were done and discuss the consequences of decisions.  
Q: *Why did this happen? What were the consequences? What could have been improved or done differently?*
  3. Transfer the experienced challenges from the S4D activities to similar challenges in other areas of life.  
Q: *Did you encounter a challenge during the exercise/training session that reminded you of a challenge from your own life? Does this problem also apply to or exist in other areas of life? How will you be able to solve such problems in the future?*
  4. Capture what has been learned from this exercise/training session and how the lessons could be applied in the future in daily life situations.  
Q: *What do you take with you from this experience? What will you do differently in the future based on what you have learned today?*

It is **essential to encourage this transfer of skills** into the daily life contexts of (youth) participants in order to make a meaningful contribution to their personal success. More information on this can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – S4D Competences – From Theory to Practice: Competences as Part of a Training Session](#).