

## Competences Children & Youth gain in Sport for Health<sup>1</sup> Programmes

**Goal 3** of the Sustainable Development Goals (SDGs) is to ensure healthy lives and promote wellbeing for all at all ages. In relation to this SDG, sport can be used to promote a variety of topics related to health, including **(non-)communicable diseases, psychosocial health,** and general ways to live a **healthy lifestyle**. It can improve **physical fitness, mental well-being and social interactions,** but it is also a valuable tool for **health education, sensitization, and mobilization**. Given the broad appeal of sport, particularly among young people who are difficult to reach, sports activities are an ideal way **to promote health-related development goals**.

In the following competence framework, the outlined **health-related competences** are streamlined, including specific competences in the areas of **self-competence, social competence, methodological/ strategic competence and sport-specific competence**.

In line with other theoretical systems and **to explain change on an individual level,** we divided the competences into **three levels: Recognising, Assessing and Acting.**<sup>2</sup>

**S4D programmes** which are designed to contribute to selected **SDG 3 targets** should include activities for boys and girls (13 – 16 years old) to enable them to...

... learn about the importance of physical activity and sport for their own well-being.

... learn about the importance of mental health as well as the negative impacts of behaviours like xenophobia, discrimination, bullying etc..

... know facts about the most severe communicable and non-communicable diseases.

... realise how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.

... critically reflect on cultural and normative assumptions and practices underlying their behaviour and actions in terms of health.

... realise existing conceptions of health, hygiene and well-being: including an understanding of the importance of gender in health and well-being.

... use relevant prevention strategies to foster physical health (including sexual and reproductive health), mental health and well-being.

... include health-enhancing behaviours in their daily routines.

The competence framework is considered as a **comprehensive collection** and not all competences are automatically gained by all children and youth. Additionally, not all levels are always represented. Each S4D Programme has to decide on the **selection of competence that** they would like to develop with their beneficiaries. However, the frameworks are a useful presentation of competences that may and could be gained by children and youth taking part in S4D activities.

<sup>1</sup> Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 3.

<sup>2</sup> It was decided to use this model (recognising-assessing-acting) which was developed in the context of "global learning" ([KMK & BMZ, 2016](#)), because it fits best into the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

Competences Children and Youth gain in Sport for HEALTH programmes (13 – 16 years) <sup>3</sup>	
<b>Self-competence:</b> Children and youth are able to...	<b>Self-confidence and trust</b> ... recognise the ability to develop a realistic self-perception regarding their bodies, fitness and sexual and reproductive health. ... trust in their own power, abilities, and instinct regarding their health (especially sexual and reproductive health). ... trust others, such as teammates, colleagues and job supervisors.
	<b>Motivation</b> ... learn about the different kinds of attitudes towards being physically active. ... realise that team activities can support them to be active. ... deal with their emotions and desires experienced in sport and everyday life.
	<b>Responsibility</b> ... know about the importance of being disciplined and working consistently to be healthy. ... understand that they are responsible for their own well-being. ... support the health and well-being of individuals in their inner circle (e.g. family and friends).
	<b>Critical Ability, Conflict Ability</b> ... learn how to correct negative behaviours by making positive changes. ... reflect on feedback regarding their health. ... manage constructive criticism on health-related issues in an appropriate way.
	<b>Resilience</b> ... gain knowledge on how to use sport as a recovery tool in challenging situations. ... understand the significant mental health benefits gained by participating in sports and physical activities. ... consistently make healthy choices despite negative influences in their lives.
	<b>Goal Orientation</b> ... recognise their personal unhealthy behaviours and make necessary adjustments for their own well-being. ... develop a personal commitment to promoting health and well-being for themselves, their family and others. ... set clear goals related to healthy behaviour.
	<b>Adaptability</b> ... recognise ideas of healthy alternatives that can become future habits. ... critically reflect changing circumstances and their ability to stay flexible.

<sup>3</sup> The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#).

	<p>... include health-promoting behaviours in their daily routines and lives.</p>
	<p><b>Creativity</b>          ... identify their knowledge, competences and experiences in order to generate new ideas to avoid unhealthy behaviour.          ... generate new ideas regarding sport and health-related behaviour.          ... encourage others to make decisions and act in favour of promoting health and well-being for all.</p>
<p><b>Social Competence:</b>  <b>Children and youth are able to...</b></p>	<p><b>Change of Perspective and Empathy</b>          ... learn about solidarity both individually and collectively for the well-being of others.          ... reflect on how others make decisions about their health and can make decisions from their own perspectives.          ... interact with people suffering from illness, and feel empathy for their situation and feelings.</p>
	<p><b>Respect, Fair Play and Tolerance</b>          ... recognise the health needs, perspectives and actions of others.          ... realise that health and well-being in sports are based on values (respect, fair play and tolerance) that apply to everybody.          ... take care of their bodies.</p>
	<p><b>Solidarity</b>          ...understand the benefits of public action geared towards physical activity.          ...develop sporting habits that can become an opportunity to unite their community.          ... exhibit an attitude of inclusiveness and care about other people's health.</p>
	<p><b>Communication</b>          ... recognize physical literacy<sup>4</sup> as a core outcome of education and an important strategy to improve the overall health by achieving physical activity targets.          ... argue in favour of prevention strategies to promote health and well-being.          ... listen to teammates, colleagues and others including interpreting body language.</p>
	<p><b>Cooperation</b>          ... learn to develop (common) goals and strategies to implement healthy choices and activities.          ... consider that physical and sporting activities are great ways to learn the characteristics of teamwork.          ... work with others towards health-related achievements.</p>
<p><b>Methodological Competence, Strategic Competence:</b>  <b>Children and youth are able to...</b></p>	<p><b>Critical Thinking</b>          ... identify a rationale for maintaining good attitudes towards health and sports.          ... question norms, opinions and practices concerning health and well-being, including sexual and reproductive health.          ... cope with the consequences of their actions in the area of health.</p> <p><b>Decision-Making</b></p>

<sup>4</sup> "Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (The International Physical Literacy Association, May 2014, Retrieved on 23.10.2017 from <http://physicalliteracy.ca/physical-literacy/>)

	<p>... understand the importance of healthy behaviour in their daily routines.</p> <p>... realise self-control as the determining factor for healthy behaviour.</p> <p>... take action based on informed decisions with regards to health and well-being even when they are in difficult situations.</p> <p><b>Problem-Solving</b></p> <p>... analyse problems regarding health and well-being for themselves, their families or peers.</p> <p>... develop ideas on how to use sport and physical activity to tackle health problems.</p> <p>... implement strategies that promote health and well-being for themselves, their families and others.</p>
<p><b>Sport-specific Competences<sup>5</sup>:</b></p>	<ul style="list-style-type: none"> <li>- Development of general motor competences (speed, endurance, strength, coordination, flexibility).</li> <li>- Development of basic technical competences (sport-specific): Children and youth are able to...             <ul style="list-style-type: none"> <li>○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc.</li> <li>○ ... use different sensory and motor techniques in various ways.</li> </ul> </li> <li>- Development of basic tactical competences: Children and youth are able to...             <ul style="list-style-type: none"> <li>○ ... explain the structures and strategies of a game.</li> <li>○ ... act in a planned and target-oriented manner. In this manner, participants make clever choices using available means and possibilities offered by another individual, a group or a team.</li> <li>○ ... know in specific game situations which action leads to success (“game intelligence”).</li> <li>○ ... act creatively and choose various solutions (“game creativity”).</li> <li>○ ... comprehend the communicative and cooperative behaviour of individual team members.</li> </ul> </li> </ul>

<sup>5</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.