

General S4D Competences Children & Youth gain in S4D Programmes

Sport is more than physical exercise; sport is about the **personal and social development** of young people. Given the broad appeal of sport, particularly among young people who are difficult to reach, sports activities are an ideal way to **promote several development goals** and to impart and strengthen **different competences** children and youth need in their daily lives.

To comprise the entire range of competences **children and youth** can gain in the field of S4D or **coaches and instructors** should have when working in the field of S4D, we developed clusters of S4D competences on different levels. The S4D competence frameworks include **self-, social, methodological/ strategic and sport-specific competences**. Most of the competences are derived from our [Teaching and Learning Material](#).

Self-competences	Social Competences	Methodological, Strategic Competences:	Sport-specific Competences
Self-confidence, Trust Motivation Responsibility Critical Ability, Conflict Ability Resilience Goal Orientation Adaptability Creativity	Change of Perspective and Empathy Respect, Fair Play and Tolerance Solidarity Communication Cooperation	Critical Thinking Decision-Making Problem-Solving	General motor competences Basic technical competences Basic tactical competences

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**.¹ The general S4D competence framework below is considered as an **overarching, comprehensive collection** in order to get an **overview** of general competences children and youth can gain in S4D programmes. Each programme has to decide on the **selection of competences** that they would like to develop with their beneficiaries.

For the specification of programme and learning objectives we **highly recommend to work with our specific competence clusters**. If coaches want to explicitly address topics like health, gender equality or violence prevention, they should use **SDG (Sustainable Development Goals) specific clusters**.

Please click on one of the following icons to get access to the SDG-specific competence clusters:



¹ 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).

Overarching Competences Children and Youth gain in Sport for Development programmes (13 – 16 years)²

Self-competence: Children and youth are able to...	Self-confidence and trust ... recognise the ability to develop a realistic and positive self-perception. ... trust in their own power, abilities, qualities and instinct. ... trust others, such as teammates, colleagues and job supervisors.
	Motivation ... 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.
	Responsibility ... know about the importance of being disciplined and working consistently. ... understand that they are responsible for their actions, to anticipate the consequences, and to act properly and accordingly. ... have courage to take over responsibility for others.
	Critical Ability, Conflict Ability ... learn how to correct negative behaviours by making positive changes. ... reflect on feedback from their body, environment, trainer, friends or family. ... manage constructive criticism in an appropriate way.
	Resilience ... gain knowledge on how to use sport as a tool in challenging situations. ... understand the significant benefits gained by participating in sports and physical activities. ... consistently make good choices despite negative influences in their lives.
	Goal Orientation ... recognise their personal behaviours and consider the steps necessary in order to succeed/reach a certain goal. ... develop a personal commitment to focus on tasks and the results of completing a task. ... set clear goals and resist distractions and remain focused in achieving the goals.
	Adaptability ... recognise ideas of good alternatives that can become future habits. ... critically reflect changing circumstances and their ability to stay flexible.

² 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>... incorporate knowledge gained in former experiences into current actions.</p>
	<p>Creativity ... identify their knowledge, competences and experiences in order to generate new ideas and solutions to problems. ... generate new ideas regarding sport and good behaviour. ... encourage others to make decisions and act in favour of collectively develop and implement innovative actions.</p>
<p>Social Competence: Children and youth are able to...</p>	<p>Change of Perspective and Empathy ... learn about solidarity both individually and collectively. ... reflect and respect the need, perspectives and actions of others. ... put themselves in the position of others and comprehend their values, attitudes, feelings, thinking and actions.</p>
	<p>Respect, Fair Play and Tolerance ... recognise the needs, perspectives and actions of others. ... realise that sport is based on values (respect, fair play and tolerance) that apply to everybody. ... value themselves and others by being polite, following the rules and regulations and by accepting defeat or a win situation honourably.</p>
	<p>Solidarity ... 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.</p>
	<p>Communication ... recognize the importance to communicate well. ... understand their own roles as a “sender” or “receiver”, as well as the behaviours and the reactions (i.e. verbally and physical-ly) associated with each role in terms of communication. ... listen to teammates, colleagues and others including interpreting body language, to articulate themselves as well as to ask questions.</p>
	<p>Cooperation ... learn to develop (common) goals and strategies on how to achieve these goals. ... consider that physical and sporting activities are great ways to learn the characteristics of teamwork. ... work with others towards the achievement of an individual and/or collective goal.</p>
<p>Methodological Competence, Strategic Competence: Children and youth are able to...</p>	<p>Critical Thinking ... identify a rationale for maintaining good attitudes. ... question norms, opinions and practices. ... cope with the consequences of their actions.</p>
	<p>Decision-Making ... evaluate the situation and select a course of action among several alternative possibilities.</p>

	<p>... realise self-control as the determining factor for good behaviour.</p> <p>... take action based on informed decisions considering all options and weigh positive and negative aspects of each option to produce a final rational and logical decision even when they are in difficult situations.</p>
	<p>Problem-Solving</p> <p>... detect, analyse and correct errors.</p> <p>... develop ideas on how to use sport and physical activity to reach a solution and to implement it.</p> <p>... apply different problem-solving frameworks to complex problems and develop viable options to resolve the problems</p>
<p>Sport-specific Competences³:</p>	<ul style="list-style-type: none"> - Development of general motor competences (speed, endurance, strength, coordination, flexibility). - Development of basic technical competences (sport-specific): Children and youth are able to... <ul style="list-style-type: none"> o ... run, jump, skip, dribble, pass, shoot, throw, catch etc. o ... use different sensory and motor techniques in various ways. - Development of basic tactical competences: Children and youth are able to... <ul style="list-style-type: none"> o ... explain the structures and strategies of a game. o ... 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. o ... know in specific game situations which action leads to success (“game intelligence”). o ... act creatively and choose various solutions (“game creativity”). o ... comprehend the communicative and cooperative behaviour of individual team members.

³ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.