



## Competences Children and Youth gain in Sport for Environment Programmes

**Goal 13** of the Sustainable Development Goals (SDGs) promotes the fight against climate change and its impacts, which are already threatening our planet and future generations. SDG 13's targets to **reduce the impacts of climate change** include improving **climate change education** and **awareness**. By improving **communication** and **awareness**, sport can be used to increase **knowledge** about climate change and its impact on the environment. During S4D programs, children and youth can learn how to **protect their environment** and **actively engage with nature** and its habitats carefully and sustainably. Given the wide appeal of sports, especially among young people who are critical to protecting the planet for future generations, sporting activities are ideal for promoting and educating about the importance of **climate action**. When conducted in a sustainable manner, local and global sporting events, with their popularity and outreach, can be used to **promote sustainable consumption, nature-friendly lifestyles**, and the sharing of information about the **impacts of climate change and its mitigation**.

In the following competence framework, the outlined **climate action 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 in order to **explain change on an individual level**, we divided the competences into **three levels: Recognising, Assessing and Acting**.<sup>1</sup>

**S4D programmes** that are designed to contribute to selected **SDG 13 targets** should include activities for children and youth in order to enable them to...

... understand the importance of increasing efforts to combat climate change and its consequences.

... know facts about the impact of climate change on our planet and how to take actions to protect it.

... recognise that their own behaviour has an impact on their environment and how they can change their behaviour to protect it.

... critically reflect on their own role in the context of climate change and the importance of their contribution to reducing its consequences.

... develop a personal commitment to promoting climate action.

... work out innovative approaches and actions to reduce negative impacts of climate change.

... apply strategies to develop creative solutions to protect their environment.

... include sustainable behaviours in their daily routines and lives.

... speak up for urgent action and work together to combat climate change and its negative impacts.

The competence framework is considered 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 competences** that they would like to develop with their beneficiaries. However, the frameworks are a useful presentation of competences that can be gained by children and youth taking part in S4D activities.

<sup>1</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 Environment Programmes**

**Self-competence:**  
Children and youth are able to...

**Self Confidence and Trust**

- ...recognise the importance of climate action for their own life.
- ... understand their own role in the context of climate change and the importance of their contribution to reducing its consequences.
- ... trust in their own power, abilities, qualities, and judgement to take actions to fight climate change.

**Responsibility**

- ... recognise that they are responsible for their own actions and their consequences for the environment.
- ... reflect on possibilities to take positive action to protect their environment.
- ... act in a sustainable and nature-friendly way to protect their environment.

**Critical Ability, Conflict Ability**

- ... know about the negative consequences of climate change such as extreme weather events that cause water management problems, reduced agriculture production and food security, increased health risks, damaged critical infrastructure and interrupted provision of basic services.
- ... critically reflect on their own behaviour and negative consequences for the environment they live in.
- ... accept criticism of non-sustainable behaviour and think critically about how they can act more sustainably.

**Resilience**

- ... know that despite increasing frequencies of extreme weather events there are many opportunities for them as individuals to take action to combat climate change.
- ... reflect on the negative impacts that global warming has already caused and the efforts that can still be made to limit global temperature rise to well below 2°C.
- ... find ways to encourage greater efforts to combat climate change despite negative global developments.

**Goal Orientation**

- ... understand the importance to increase efforts to address climate change and to limit global temperature rise to well below 2°C.
- ... develop a personal commitment to promoting climate action.
- ... set clear goals for themselves to act in a sustainable and environmentally friendly way.

**Adaptability**

- ... recognise ideas of sustainable behaviours and make necessary adjustments in their own lives.
- ... critically reflect changing circumstances in the context of climate change and their ability to adapt to those.
- ... include sustainable behaviours in their daily routines and lives.

**Creativity**

- ... identify their knowledge, competences and experiences in order to take actions to combat climate change.

	<p>... work out innovative approaches and actions to reduce the negative impact of climate change.</p> <p>... apply their knowledge, competences and experiences to find creative solutions to take care of their environment.</p>
<p><b>Social Competence:</b> Children and youth are able to...</p>	<p><b>Change of Perspective and Empathy</b></p> <p>... understand how others may be affected by the consequences of global warming.</p> <p>... put themselves in the position of others affected by climate change and critically reflect on their own behaviour and the behaviour of their communities.</p> <p>... consider the needs and situations of others when deliberating their own actions.</p>
	<p><b>Respect, Fair Play and Tolerance</b></p> <p>... know how to respect nature and all its habitants.</p> <p>... appreciate nature and all living beings, especially those that are at risk.</p> <p>... act respectfully toward the environment in which they live.</p>
	<p><b>Solidarity</b></p> <p>... recognise the importance of solidarity in case of natural disasters caused by climate change.</p> <p>... generate ideas on how to raise awareness about climate change and how to reduce its impact.</p> <p>... help each other and use a diversity of competences to collectively take urgent action to tackle climate change.</p>
	<p><b>Communication</b></p> <p>... learn about ways to inform people about climate change and its impact.</p> <p>... reflect on their ability to formulate, create and vocalize statements related to climate action.</p> <p>... speak up for urgent action to combat climate change and its negative impacts.</p>
	<p><b>Cooperation</b></p> <p>... learn about the positive effects of joint efforts to achieve a common goal.</p> <p>... combine their efforts to achieve a global temperature limit of well below 2°C.</p> <p>... work together for climate action.</p>
	<p><b>Methodological Competence, Strategic Competence: Children and youth are able to...</b></p>
<p><b>Critical Thinking</b></p> <p>... recognise the causes and consequences of climate change.</p> <p>... critically reflect on the role of communities, governments and companies can contribute to climate change.</p> <p>... take necessary actions to foster climate friendly behaviour from communities, governments and companies.</p>	
<p><b>Decision Making</b></p> <p>... consider all options and identify the most sustainable and nature-friendly option.</p> <p>... anticipate the different decision options and their outcomes and determine which would be the most sustainable.</p> <p>... make sustainable and environmentally sound decisions.</p>	
<p><b>Problem Solving</b></p> <p>... analyse problems related to climate change.</p>	

	<p>... define a problem, analyse it and develop strategies to resolve it in a sustainable manner.</p> <p>... apply sustainable, innovative and environmentally friendly problem solving strategies.</p>
<b>Sport-specific Competences<sup>2</sup></b>	<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 with clever choice of available means and possibilities by the individual, a group or a team.</li> <li>○ ... know in specific game situations which action leads to success ("game intelligence").</li> <li>○ ... act in a creative way and choose various solutions ("game creativity").</li> <li>○ ... comprehend communicative and cooperative behaviour of individual team members.</li> </ul> </li> </ul>

<sup>2</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.