

Competences Children and Youth gain in Sport for VIOLENCE PREVENTION

Sport is more than physical exercises; sport is about the personal and social development of young people. Sport activities, offered in a pedagogically valuable way, impart and strengthen different competences children and youth need in their daily lives. To comprise the entire range of competences people can gain in the field of Sport for Development (S4D), we developed clusters of S4D competences. The S4D competences include self, social, methodological/strategic and professional competences related to sport and related to specific S4D topics.

The following competence framework lists competences children and youth gain when participating in well-designed and -conducted S4D activities with the focus on Sport for Violence Prevention. Derived from the fundamental S4D competence clusters, this framework has been developed with the objective of addressing violence prevention. The competence framework is not to be considered complete and not all competences are automatically gained by all participants. However, the framework is a useful presentation of competences that may and could be gained by beneficiaries taking part in Sport for Violence Prevention activities.¹

¹ Parts of the following table are quoted or adjusted from

The Commonwealth (2015). *Sport for Development and Peace and the 2030 Agenda for Sustainable Development*. Retrieved on 23.10.2017 from http://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf.

The Commonwealth (2017). *Enhancing the Contribution of Sport to the Sustainable Development Goals*. Commonwealth Secretariat. Retrieved on 27.11.2017 from https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf

UNESCO (2017). *Education for Sustainable Development Goals. Learning Objectives*. Retrieved on 23.10.2017 from https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco_education_for_sustainable_development_goals.pdf.

UNOSDP (n.y.). *Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs*. Retrieved on 23.10.2017 from https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf

GIZ (2011). *YDF Manual for Violence Prevention. Guidelines for teaching Football and Life Skills*. Retrieved on 23.10.2017 from <https://www.giz.de/expertise/downloads/giz2011-en-ydf-manual-for-violence-prevention.pdf>

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

Self-confidence and Trust

... develop a positive self-perception based on their sport and social competences, not on their violent behaviour.
 ... be confident and trust their own power, abilities, qualities, and judgement, not based on violent actions.
 ... speak about violent incidents that they suffer(ed) from and/or that they perform(ed).
 ... identify negative actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy.

Motivation

... engage in finding non-violent solutions for their own problems.
 ... deal with their feelings and desires through non-violent communication and actions.
 ... set goals that promote a peaceful environment and be motivated to reach these goals.

Responsibility

... take responsibility for their own actions in critical violent situations (i.e. not responding violently or defusing the situation).

Critical Ability, Conflict Ability

... think before acting: either action that is or might be threatening.
 ... absorb points of criticism and manage them in a non-violent way.
 ... learn about their role in conflict situations.

Resilience

... recover from, or adjust to, misfortune, life change, difficulties and/or tough situations without reacting violently.
 ... overcome emotions that impede the process of learning; they are able to learn from bad experiences and move on.
 ... understand the psychological and social consequences of severe violence (trauma).

Goal Orientation

... resist distractions and keep track of their own personal goals.
 ... remind themselves that achieving and reaching one's goal in the end is greater than the momentary situation of violence.
 ... think beyond a traumatic violent moment and place their mindset on reaching farther than a given point in time.

Adaptability

... alter their responses and reactions to changed circumstances and environment in a non-violent way, as well as adjust themselves to different/new conditions in a peaceful way.
 ... realize that similar to violent situations they experience on the sport field, they are able to reflect about the violent situations they experience in their homes, schools and communities.

	<p>Creativity ... open their minds and create innovative solutions to solve one’s own issues in a peaceful way, through peaceful actions. ... remind themselves that most violence occurs if people do not find ways to solve conflicts in a constructive manner, hence they know ways how to do so.</p>
<p>Social Competence: Children and youth are able to...</p>	<p>Change of Perspective and Empathy ... put themselves in the position of others and understand that a different position is not one to violently fight against. ... reflect how violent behaviour might affect others. ... put themselves in different roles, of victims and perpetrators. ... respect others, even if they are opponents.</p>
	<p>Respect, Fair Play and Tolerance ... take others seriously and try to appreciate them impartially regardless of age, sex, family backgrounds and origin. ... be and stay polite in violent situations, or situations that run the risk of becoming violent, and act with regard. ... be and stay tolerant and respect divers people in difficult surroundings.</p>
	<p>Solidarity ... avoid conflict by creating a sense and environment of support after having suffered from a violent incident. ... help each other, even when others are more competent in some things than oneself. They are able to use the diversity of competences collectively instead of being violent against each other. ... intervene in conflict situations.</p>
	<p>Communication ... interact with other members of their community who they did not know and who they would not have spoken to before. ... communicate verbally and not by using violence to express themselves. ... learn about their own roles as a “sender” or “receiver” in violent situations, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p>
	<p>Cooperation ... enjoy physical activities that make them feel included, like they themselves matter to others, and where they find new friends, coaches and teachers. ... enjoy being in a place where they can cooperate and feel secure.</p>
<p>Methodological Competence, Strategic Competence: Children and youth are able to...</p>	<p>Critical Thinking ... identify people in their environment who are good and not good for them, and take necessary actions to enhance or decrease these relationships. ... take a position in a discourse or discussion in conflict situations or where violence is present. ... carry out actions in a purposeful way.</p>

	<p>... realize that it is often difficult to distinguish victims and perpetrators. ... critically reflect their own role, as role models, and how their own behaviour can contribute to violence/non-violence.</p> <p>Decision-Making ... reflect on making good decisions versus bad decisions, regarding violent or illegal actions ... forecast the different decision options and their outcomes to determine the best option for a particular situation, instead of choosing the violent option/reaction immediately.</p> <p>Problem-Solving ... detect, analyse and correct errors, while retaining control of their own feelings and actions. ... define a problem, analyse it and develop peaceful strategies in order to resolve it, in the long term. ... not only be physically fit, but also mentally fit; thus, be capable of developing strategies in managing challenging problems.</p>
<p>Professional Competence/Expertise:</p>	<p>Related to specific types sport / to sport²</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 ... dribble, pass, shoot, throw, catch etc. o ... use different sensory and motor techniques in various ways. - Development of basic tactical competences <ul style="list-style-type: none"> o ... explain the structures and strategies of a game. o ... act in a planned and target-oriented manner with clever choice of available means and possibilities by the individual, a group or a team. o ... know in specific game situations which action leads to success (“game intelligence”). o ... act in a creative way and choose various solutions (“game creativity”). o ... comprehend communicative and cooperative behaviour of individual team members. <p>Related to Violence Prevention: Children and youth are able to...</p> <p>... understand the importance of physical activity and sport for their own well-being and healthy development, especially in terms of nonviolent behaviour. ... critically reflect on their underlying cultural and normative assumptions, and practices, regarding violence. ... know how to reduce a possible or potential acts of aggression in a coordinated way. ... know how to reduce their feeling of fear and improve their relationships with other youth, as well as towards their surrounding environment. ... accept existing rules in sporting activities/behaviour.</p>

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

... feel affiliated to others on their sport team or involved in their physical activities.
... know about different types of violence and abuse (physical, sexual, emotional, psychological, spiritual/religious, cultural, verbal, financial, neglect) and know how to evaluate their own situation and their environment.