



Competences Children and Youth gain in Sport for Health contribute to **SDG 3 Good Health and Well-Being**

In relation to SDG 3 Sport for Health can create the following benefits:

- Providing health benefits in general (e.g. reduced risk of heart disease, stroke, diabetes and cancer; control and prevention of obesity)
- Improving mental health and well-being
- Effecting a positive child and adolescent development
- Raising awareness in terms of 'health messages'

Sport activities, offered in a pedagogically valuable way, impart and strengthen competences children and youth need in their daily lives. The competence framework is not to be understood as 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 S4D activities with the focus on health.

The following table connects competences children and youth gain in sport for health with selected SDG 3 targets and indicators. They were selected by GIZ based on their concepts and experiences.

S4D related SDG3 Targets	SDG 3 Indicators	Competences Sport for Development helps children and youth to...	
<p>Target 3.3</p> <p>By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical dis-</p>	<p>Indicator 3.3.1:</p> <p>Number of new HIV infections per 1,000 uninfected population, by sex, age and key popula-</p>	<p>Self-Competence</p>	<p>Self-confidence and trust ... develop a positive and realistic self-perception regarding their bodies, fitness, as well as sexual and reproductive health. ... be confident and trust their own power, abilities, and judgement regarding their state of health. ... trust their instincts when it comes to their bodies and protecting them, regarding overall health, with emphasis on sexual and reproductive health.</p> <p>Motivation ... learn about the different dimensions of attitudes towards being physically active. ... learn emotional and cognitive self-regulation. ... find inspiration through team activities that can provide them opportunities to be active and healthy.</p> <p>Responsibility ... demand and support the development of policies promoting public health and well-being.</p>

<p>eases and combat hepatitis, water-borne diseases and other communicable diseases</p> <p>Target 3.4</p> <p>By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>tions</p> <p>Indicator 3.3.2:</p> <p>Tuberculosis incidence per 1,000 population</p> <p>Indicator 3.3.5:</p> <p>Number of people requiring interventions against neglected tropical diseases</p> <p>Indicator 3.4.1:</p> <p>Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease</p> <p>Indicator 3.4.2:</p> <p>Suicide mortality rate</p>	<p>Social Competence</p>	<p>... be responsible for their own well-being, through learning to be disciplined and working consistently to be healthy.</p> <p>... have the courage to stand up for the health and well-being of individuals in their inner circle (e.g. family and friends)</p> <p>Critical Ability, Conflict Ability</p> <p>... analyse provided feedback regarding their health, and learn how to correct the negative behaviours by making positive changes.</p> <p>Resilience</p> <p>... use sport as a recovery tool, in order to return to complete health, after a challenging circumstance.</p> <p>... keep determined through maintaining and choosing healthy choices despite negative influences in their lives.</p> <p>... experience significant mental health benefits by participating in sports and physical activities.</p> <p>Goal Orientation</p> <p>... develop a personal commitment to promoting health and well-being for themselves, their family and others (e.g. considering volunteering or working professionally in health and social care).</p> <p>... be aware of their personal unhealthy behaviours that can lead and are associated with illness, disease etc. and make necessary mid- to long-term adjustments for their own well-being.</p> <p>Adaptability</p> <p>... include health promoting behaviours in their daily routines and life.</p> <p>... be receptive to advice involving lifestyle changes, and welcome ideas of healthy alternatives that can become habits within new environments.</p> <p>Creativity</p> <p>... encourage others to make decisions and act in favour of promoting health and well-being for all.</p> <p>... enhance their general imagination regarding sport and health-related behaviour.</p> <p>Change of Perspective and Empathy</p> <p>... interact with people suffering from illnesses, and feel empathy for their situation and feelings.</p> <p>... seek help for themselves, as well as perceive when others need help and to seek help for them.</p> <p>... learn and improve solidarity/connectivity both individually and collectively for the well-being of others.</p> <p>... understand how others make decisions about their health and are able to make decisions from their own perspectives</p> <p>Respect, Fair Play and Tolerance</p> <p>... learn that health and well-being in sports are grounded in values (respect, fair play and tolerance) important for all.</p> <p>... improve the integrity and solidarity of their social environment by being respectful and impartial to decisions that affect one's own and others' well-being.</p>
---	---	---------------------------------	---

<p>Target 3.5</p> <p>Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</p>	<p>Indicator 3.5.1:</p> <p>Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and after-care services) for substance use disorders</p>	<p>Methodological Competence, Strategic Competence</p>	<p>Solidarity</p> <p>... support an attitude of inclusiveness towards self-efficacy (e.g. productivity, goal achievement) and care about people's health.</p> <p>... understand the benefits of public action geared towards physical activity.</p> <p>... engage in sporting habits that can become an opportunity uniting their community.</p> <p>Communication</p> <p>... communicate issues of health (e.g. sexual and reproductive health) and well-being, as well as to argue in favour of prevention strategies to promote health and well-being.</p> <p>... learn about their own roles as a "sender" or "receiver" regarding health, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.</p> <p>... recognize physical literacy¹ as a core outcome of education and an important strategy to improve the overall health by achieving physical activity targets.</p> <p>Cooperation</p> <p>... learn to develop (common) goals and strategies for implementation of healthy choices and activities that engages others and partners interested in the same goal.</p> <p>... understand that physical and sporting activities are great ways to learn characteristics of teamwork.</p>
	<p>Indicator 3.5.2:</p> <p>Harmful use of alcohol, defined according to the national context as alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol</p>		<p>Critical Thinking</p> <p>... create a holistic understanding of values, beliefs and attitudes that attribute to a healthy lifestyle and well-being, as well as understand the overall meaning of health and well-being, including sexual and reproductive health.</p> <p>... develop a rationale on maintaining good attitudes towards health and sports.</p> <p>... act and make informed decisions with regard to their health in difficult situations (e.g. how to exercise on a low</p> <p>Decision-Making</p> <p>... include health promoting behaviours, including in sexual and reproductive health topics, in their daily routines.</p> <p>... perceive control of self and their behaviour as the strongest factor for healthy behaviour.</p> <p>Problem-Solving</p> <p>... plan, implement, evaluate and replicate strategies that promote health, including sexual and reproductive health, and well-being for themselves, their families and others.</p>

¹ "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>Target 3.7</p> <p>By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p>	<p>Indicator 3.7.2:</p> <p>Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group</p>	<p>Professional Competence /Expertise</p>	<p>Related to sport/specific types of 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: 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 in a creative way and choose various solutions (“game creativity”). o ... comprehend communicative and cooperative behaviour of individual team members. <p>Related to Health: Children and youth are able to...</p> <ul style="list-style-type: none"> ... understand the concept of using sport as a tool for health development. ... understand the importance of physical activity and sport for their own well-being, as well as the importance of developing advertising strategies to promote health and well-being. ... understand the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination, bullying, and aspects associated with emotional well-being. ... understand how addictions to alcohol, tobacco or other drugs cause harm to health and well-being. ... use relevant prevention strategies to foster positive physical health (including sexual and reproductive), mental health, overall well-being, and information related to early warning and risk reduction. ... critically reflect on cultural and normative assumptions and practices underlying their behaviour and actions in terms of health. ... know conceptions of health, hygiene and well-being: including an understanding of the importance of gender
--	--	--	---

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