

Competences Children and Youth (13 – 16 years) gain in Sport for HEALTH¹ Programmes

Goal 3 of the Sustainable Development Goals (SDGs) is to ensure healthy lives and promote wellbeing for all at all ages. Working within the health context, physical activity can be used to support a general **healthy lifestyle** as well as **therapeutic treatments** of depression, stress and anxiety. Furthermore, sport initiatives can contribute to **overcome stigmatization**, reduce prejudices and contribute to changes in behaviour. If sport is implemented in a safe and protected environment, sensitive issues (e.g. sexual and reproductive health, HIV/AIDS prevention) can be communicated in a caring and age appropriate manner.

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

- ... understand the importance of physical activity and sport for their own well-being.
- ... understand the importance of mental health as well as the negative impacts of behaviours like xenophobia, discrimination, bullying etc..
- ... realize 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 health), mental health and well-being.
- ... 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 in health and well-being.
- ... know facts about the most severe communicable and non-communicable diseases.

In the following, the outlined **health related competences** are simplified in a systematic way, including **specific competences** in the areas of self-competence, social competence, methodological/ strategic competence and sport specific competence. The competence framework is not to be understood as complete and not all competences are automatically gained by all participants.²

¹ Please have a look in our "[S4D Resource Toolkit Glossary](#)", if you want to know how "health" is defined.

² Parts of the following 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 \(UNESCO, 2017\)](#);

Competences Children and Youth gain in Sport for HEALTH programmes (13 – 16 years)	
Self-competence: Children and youth are able to...	Self-confidence and trust ... develop a positive and realistic self-perception regarding their bodies, fitness, as well as their sexual and reproductive health. ... be confident in their own power, abilities, and judgement regarding their state of health. ... trust in their instincts when it comes to their bodies and protecting them, regarding their overall health and especially their sexual and reproductive health.
	Motivation ... learn about the different kinds of attitudes towards being physically active. ... deal with their emotions and desires experienced in sport and everyday life. ... find inspiration through team activities that can provide them with opportunities to be active and healthy.
	Responsibility ... realize that they are responsible for their own well-being, through learning to be disciplined and working consistently to be healthy. ... have the courage to stand up for the health and well-being of individuals in their inner circle (e.g. family and friends).
	Critical Ability, Conflict Ability ... analyse provided feedback regarding their health. ... learn how to correct the negative behaviours by making positive changes.
	Resilience ... use sport as a recovery tool, in order to return to complete health, after a challenging circumstance. ... keep determined through maintaining and choosing healthy choices despite negative influences in their lives. ... appreciate significant mental health benefits gained by participating in sports and physical activities.
	Goal Orientation ... develop a personal commitment to promoting health and well-being for themselves, their family and others. ... be aware of their personal unhealthy behaviours and make necessary adjustments for their own well-being.
	Adaptability ... include health promoting behaviours in their daily routines and lives. ... welcome ideas of healthy alternatives that can become habits within new environments.
	Creativity ... encourage others to make decisions and act in favour of promoting health and well-being for all. ... generate new ideas regarding sport and health-related behaviour.
Social Competence: Children and youth are able to...	Change of Perspective and Empathy ... interact with people suffering from illness, and feel empathy for their situation and feelings. ... learn a mindset of solidarity both individually and collectively for the well-being of others.

	... understand how others make decisions about their health and are able to make decisions from their own perspectives.
	Respect, Fair Play and Tolerance ... take care of their bodies. ... respect the health needs, perspectives and actions of others. ... realize that health and well-being in sports are based on values (respect, fair play and tolerance) that apply to everybody. ... show respectful behaviour towards decisions taken by others that affect one's own and others' well-being in a positive way.
	Solidarity ... support an attitude of inclusiveness and care about other people's health. ... understand the benefits of public action geared towards physical activity. ... engage in sporting habits that can become an opportunity that unites their community.
	Communication ... ask questions about health issues. ... communicate issues of health and well-being. ... argue in favour of prevention strategies to promote health and well-being. ... recognize physical literacy ³ as a core outcome of education and an important strategy to improve the overall health by achieving physical activity targets.
Methodological Competence, Strategic Competence: Children and youth are able to...	Cooperation ... learn to develop (common) goals and strategies to implement healthy choices and activities. ... understand that physical and sporting activities are great ways to learn characteristics of teamwork.
	Critical Thinking ... question norms, opinions and practices with regard to health and well-being, including sexual and reproductive health. ... develop a rationale on maintaining good attitudes towards health and sports. ... judge whether they are willing and able to cope with the consequences of their actions in the area of health.
	Decision-Making ... include health promoting behaviours in their daily routines. ... perceive self-control as the determining factor for healthy behaviour. ... take action on the basis of informed decisions with regards to health and well-being even when they are in difficult situations.

³ "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/>)

	Problem-Solving ... analyse problems regarding health and well-being for themselves, their families or peers. ... develop ideas how to use sport and physical activity to tackle health problems. ... implement strategies that promote health and well-being for themselves, their families and others.
Sport specific Competences⁴:	<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"> ○ ... dribble, pass, shoot, throw, catch etc. ○ ... 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"> ○ ... explain the structures and strategies of a game. ○ ... 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. ○ ... know in specific game situations which action leads to success ("game intelligence"). ○ ... act in a creative way and choose various solutions ("game creativity"). ○ ... comprehend communicative and cooperative behaviour of individual team members.

⁴ Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.