

Multidimensional Development of Participants

Especially in a sport for development context, sport is about more than 'just' physical exercise and skill training. The concept of multidimensional development captures this sentiment by putting the focus not just on the sport-related development of (youth) participants but instead capturing the entire range of dimensions that contribute to the comprehensive development of (youth) participants.

As always, bear in mind that there are five main principles and that S4D can only develop its full potential if all principles are taken into account and applied.



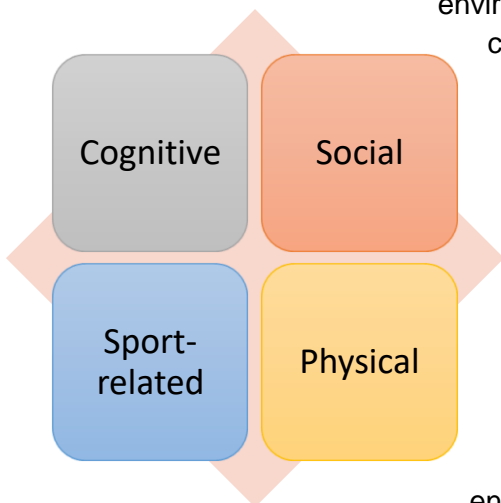
Multidimensional development is an overarching principle

that S4D coaches need to keep in mind for all S4D training sessions. It is important for a coach to avoid the one-dimensional development of (youth) participants that focuses too much on sport-related progress.

An S4D training session should always foster the development of the following 4 dimensions.

Cognitive Development

Cognitive development involves the progress youth make in understanding the world and its relationships, as well as the learning processes by which humans gain knowledge of their environment and thus develop their intelligence. The aim is to improve cognitive skills that contribute to the development of critical thinking.



Social Development

Social development can be defined as a socialisation process that involves building emotional bonds, acquiring values, social knowledge and norms, learning habits, social roles and behaviours in order to facilitate adaptation. The aim is to strengthen personal skills that contribute to the development of a social structure.

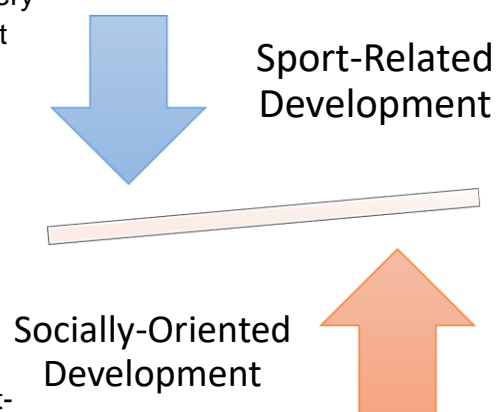
Sport-Related Development

Sport-related development should aim to improve the technical, tactical and motor skills required for the respective sport and encourage the pursuit of outstanding athletic performance.

Physical Development

Physical development involves the physical changes that every human being goes through and that have a particular effect on weight and height, including bone and muscle growth. The aim is to promote general motor skills, healthy habits and physical well-being.

In this regard, an S4D training session should be understood as a systematic pedagogical unit that seeks to promote all four dimensions of development in order for (youth) participants to be able to achieve improved results in different daily-life contexts. It is the coach's task to find the most appropriate balance between the cognitive, social, sport-related and physical development of (youth) participants.



Integrating the *development of life skills* and staying clearly focussed on the *structure of a training session* can help to achieve this balance. Ideally, the different development dimensions are not seen as opposing but as complementing each other. Coaches must bear in mind that ***multidimensional development does not mean standardised development***. (Youth) participants will be at different stages of development, which means that you will need to adjust application of the four dimensions according to participants' personal and social context. More on this can be found in the basic course of *Appropriate Educational Goals*.

As part of multidimensional development, ***fun-based learning*** represents an important concept that should lie at the heart of all S4D activities.

It helps to tie the five main principles together and the S4D coach should always consider it as an underlying feature. Essentially, it must be ensured that ***youth participants are placed at the centre of all activities***.

In order for youth participants to develop their full potential and gain important life skills through S4D, they must be able to enjoy themselves and have fun while learning. Fun-based learning is both a means to an end and an end in itself. It motivates youth participants to attend training sessions in the first place and promotes the long-term process and sustainability of competence development.

Sport offers a great opportunity to employ fun-based learning. It has the ability to attract children, youth and adults alike, in a way which traditional educational measures cannot. But fun-based learning is not a given and must not be taken for granted.

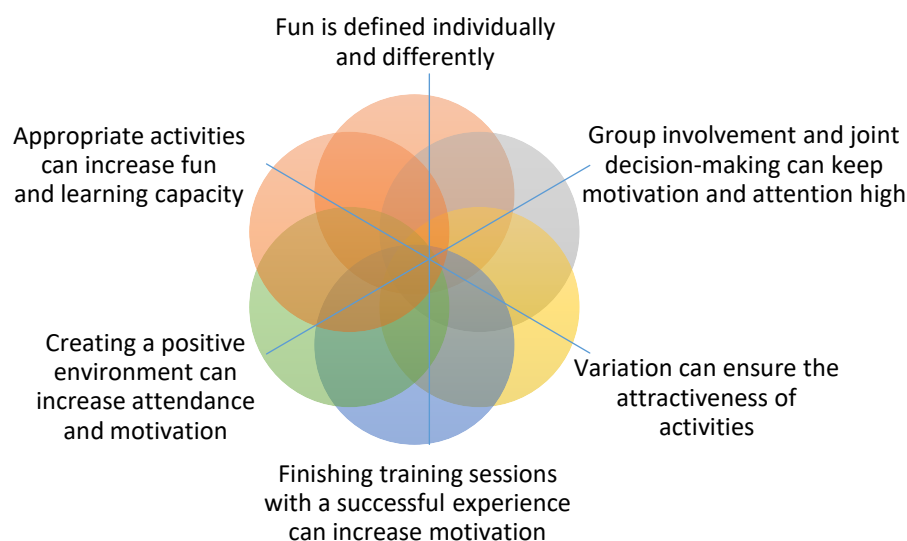
When planning and developing a training session, the coach should ***consider the activities from the standpoint of youth participants***.

Youth participants stand to gain a lot through fun-based learning. Benefits include, for example:

- ✓ Higher attendance at training sessions
- ✓ Increased motivation and attention during training sessions
- ✓ More sustainable development of life skills

How would my participants design the activity for themselves?

A few useful tips should therefore be borne in mind which can increase the success of training sessions and make them more fun.



More information can be found in the basic courses on the *Roles and Responsibilities of a Coach* and on developing *Appropriate Educational Goals*.