

How to Use this Manual

The following course focuses on *Life Skills and the Sustainable Development Goals (SDGs)* in the context of S4D.

The manual is divided into two parts.

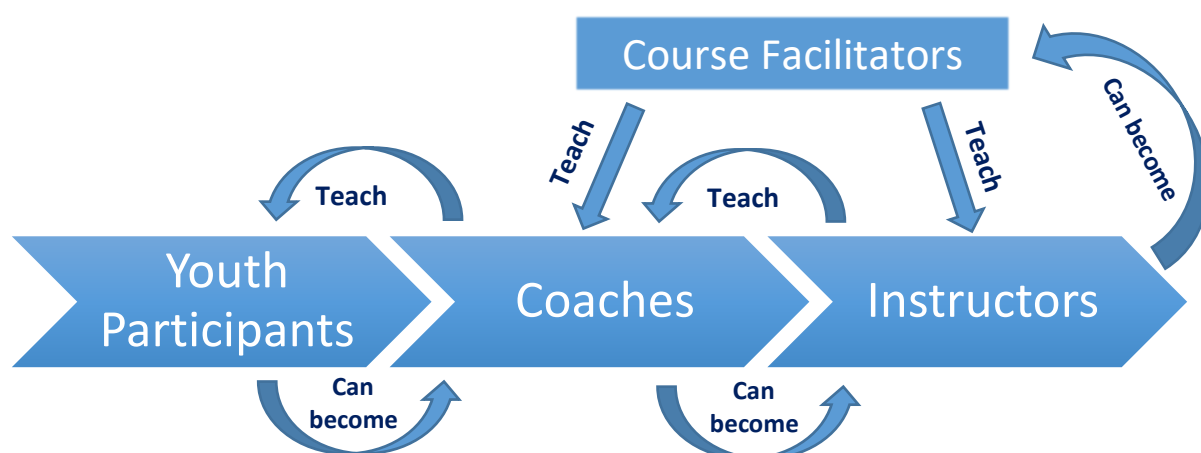
The first part introduces the topic itself. It explains what SDG-specific competences are and how S4D can develop them. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of life skills in the context of the SDGs. You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

This is the focus of the second part of the course. It is the **facilitation part**, written in the form of guidelines on how to teach a course on SDG-specific competences in S4D.

This part of the course takes the perspective of a course facilitator who wishes to teach coaches how to become instructors.

The course therefore aims to train current coaches as instructors.

This process is visualised in the following graphic.



In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *Life Skills and the SDGs*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

This course can be used as part of an S4D workshop for instructors. Competence development should be one of the most important aims of such a workshop.

Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.

To properly assess different S4D activities, it is important to use the appropriate tools and methods. There is **no one-size-fits-all solution in M&E**. Coaches and instructors must be able to use the right approaches for the right situations. More information can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – M&E in the field of S4D](#) and in the overarching course on *Monitoring and Evaluation*.

Life Skills and the SDGs

This course combines the knowledge of the basic course on *Developing Life Skills* with knowledge of the advanced course on *The SDGs and Sport*. It is essential to have studied the contents of those two courses before continuing with this one.

As we learned in the course on *Developing Life Skills*, there are three main competence clusters: **Self, social and methodological competences**. These clusters can all be broken down into specific, teachable and learnable competences/life skills. There are also competence frameworks for **youth participants, coaches and instructors**. The frameworks can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – S4D Competences](#).

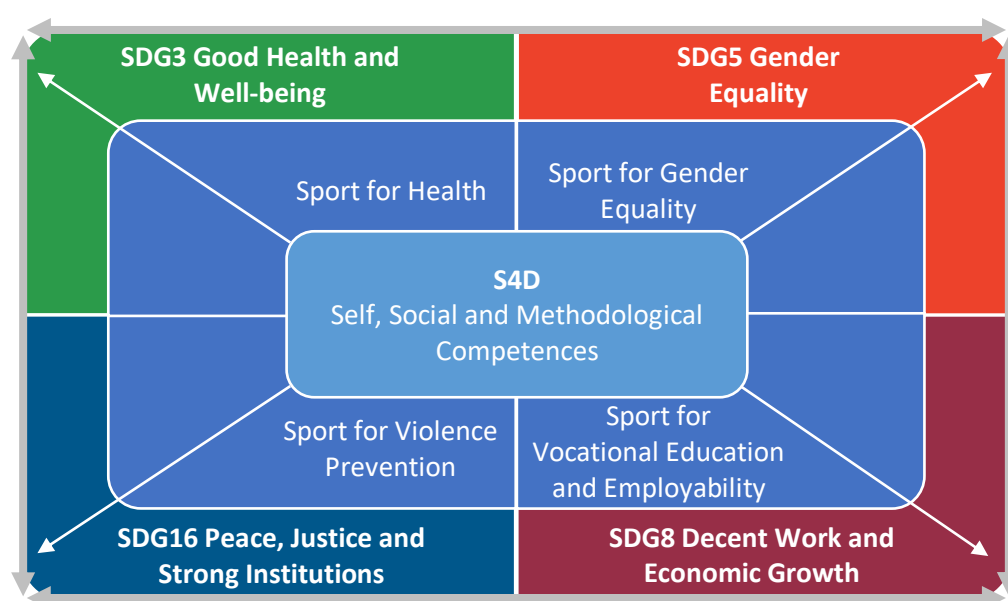
As we also learned in the course on *The SDGs and Sport*, the **basic life skills should be extended and specified by linking them to selected topics** such as:

- ✓ Sport for Health
- ✓ Sport for Gender Equality
- ✓ Sport for Violence Prevention
- ✓ Sport for Employability

! *'Competence' may be used as a synonym for 'life skill'.*

It is now possible to even further extend and concretise these competence frameworks by linking topics to SDGs.

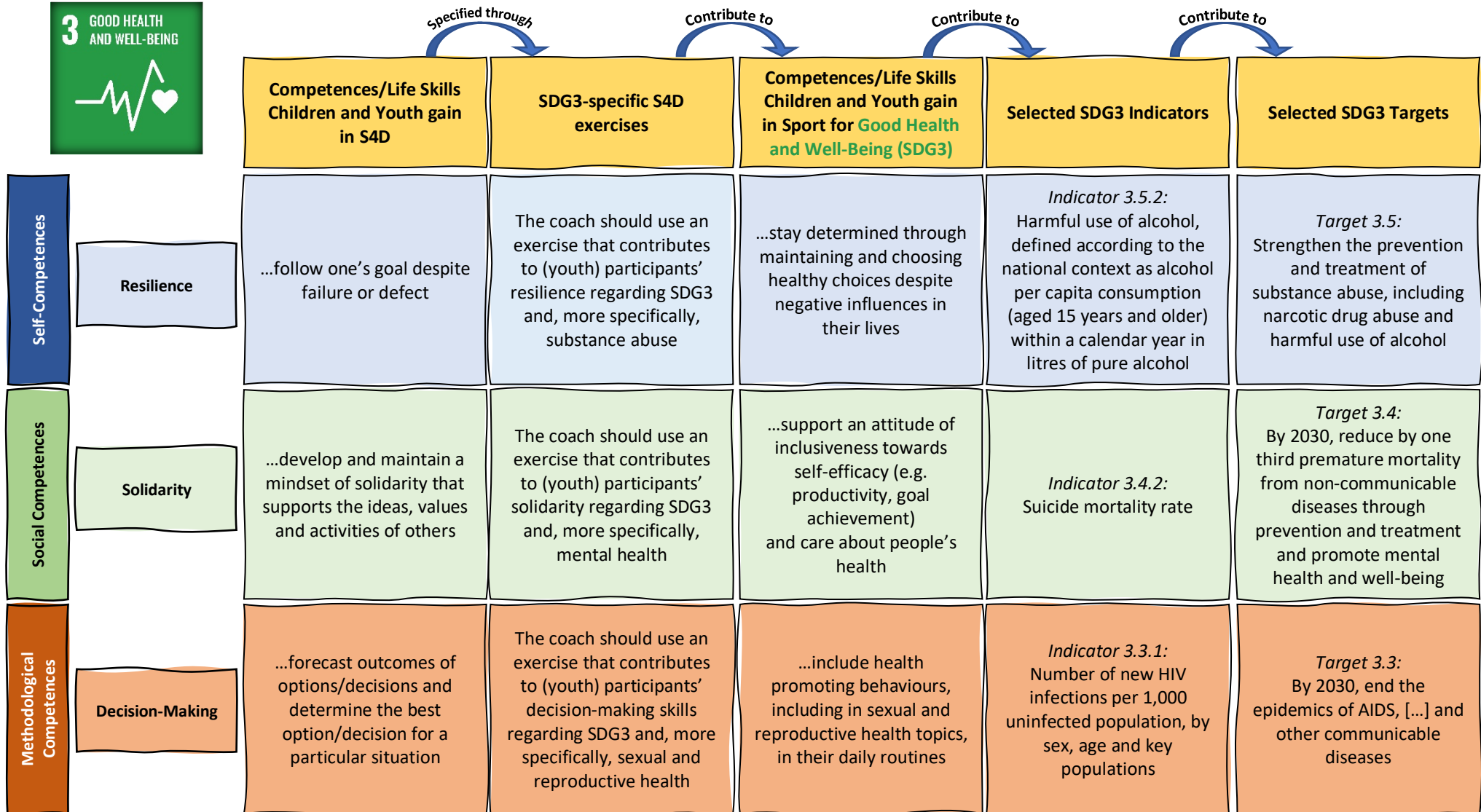
The aim is to **connect topic-specific life skills with selected, corresponding SDGs and their targets and indicators**. This is visualised in the graphic below.



In order for sport to be able to make a meaningful contribution to an SDG, exercises and activities need to target the achievement of selected SDG indicators and targets.

Training sessions need to be planned accordingly with the help of methodical sequences to ensure that **suitable S4D exercises help build SDG-specific life skills**.

Below, you will find an example of an SDG-specific competence framework for **SDG3 Good Health and Well-being**, based on the framework from the basic course on *Developing Life Skills*.



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When using this framework as a guideline there are several things that you must bear in mind:

1.) ***SDG-specific life skills, indicators and targets must be chosen according to the needs of the target group.***

If, for example, the rate of HIV infections in a community is especially low, then there may be no need to address this health issue through sport-based interventions.

Adequate planning, *monitoring and evaluation* can help to ensure that S4D projects are carried out with the needs of the target populations at their hearts. A useful template for planning and reviewing training sessions can be found on the ‘*Sport for Development Resource Toolkit*’ website under: [Tools for Your Practice – S4D Tools for Implementing Activities and Events – Templates – Template ‘Planning and Reviewing Sheet for S4D Training Sessions’](#).

2.) ***SDG-specific S4D exercises must be appropriate for (youth) participants.***

Choosing exercises based on a set of criteria, including the personal background of participants, their skill levels, the cultural setting and the age of participants, can help with this. More information can be found in the basic course on *Appropriate Educational Goals*.

Manuals and guidelines which include example exercises for SDG3 can be found on the ‘*Sport for Development Resource Toolkit*’ website under: [Topic Collection – Sport for Health – Teaching and Learning Materials](#).

3.) ***The transfer of SDG-specific life skills into the daily life contexts of (youth) participants is one of the most important but also difficult steps in S4D.***

An intentional connection between the development of life skills during sport activities and the transfer of these skills into daily-life contexts can be achieved mainly through the successful design of the training activities as well as the facilitation of a reflection with training participants. More information can be found in the basic course on *Structure of an S4D Training* and on the ‘*Sport for Development Resource Toolkit*’ website under: [Essentials – S4D Competences – From Theory to Practice: Competences as Part of a Training Session](#).

4.) ***Life skills, much like the SDGs, never stand on their own.***

They are interconnected, dependent on and influenced by one another. That also means that they should ideally be taught together. Training sessions may address and incorporate several different life skills from the self, social and/or methodological competence clusters. Individual exercises may build on each other and guide (youth) participants through a set of different skills.

A ***methodical sequence*** can help with the development of an SDG-specific training session. The suggested steps below are directly related to the SDG-specific competence frameworks which can be found on the ‘*Sport for Development Resource Toolkit*’ website under: [Essentials – S4D Competences – Children and Youth Competences – Children and Youth Competences SDG specific](#). It is also closely tied to the framework from the advanced course on *Sport and the SDGs*. The methodical sequence should be used to create training sessions which will keep the focus on developing life skills that contribute meaningfully to a selected SDG. One advantage of methodical sequences is that the selected topic (SDG) and its challenges are covered over a series of training sessions with increasing complexity. Just as in school, this helps to deepen and consolidate the participants’ life skills and knowledge regarding the

respective SDG. To achieve the most promising outcomes, the steps outlined below should be followed.

Methodical Sequence

- 1.) **Select an SDG** that the training sessions and/or S4D project should focus on.
This should be done with the needs of the target group in mind. It has been found that sport can make the most meaningful contribution to the SDGs 3, 4, 5, 8, 11, 16 and 17.
- 2.) **Select life skills/competences** that should be developed.
The different self, social and methodological competences need to be developed repeatedly and consistently so that participants incorporate them over time. Remember that there are several specific life skills from which a selection should be made. These can be found in the competence frameworks. For more on this see the course on [*Developing Life Skills*](#).
- 3.) **Select an appropriate learning objective (skill)** based on the SDG-specific competence framework.
Every competence cluster includes specific learning objectives. These can be specified according to the chosen SDG. Use the SDG-specific competence frameworks to link life skills to SDG-specific learning objectives. An example of this can be found in the framework above.
- 4.) **Develop a series of training sessions** that intentionally promote and improve the stated objective.
Coaches should have a repertoire of appropriate educational games that can be used to specifically target and achieve the selected, SDG-specific learning objective. Combining several training sessions in a logical sequence with increasing complexity helps consolidate new life skills. For sample exercises and manuals see the '[*Sport for Development Resource Toolkit*](#)' website under: [Tools for Your Practice – S4D Teaching and Learning Materials](#).

To help coaches consistently adhere to this process, a **planning sheet** should be used which can be found on the website under: [Tools for Your Practice – S4D Tools for Implementing Activities and Events – Templates – Template 'Planning and Reviewing Sheet for S4D Training Session'](#).

How to Facilitate the Course

It is the course facilitator's task to **accurately and successfully convey the knowledge** of the *Content* part to the participating instructors. Furthermore, it is essential that **instructors learn how to convey this knowledge to other coaches**.

In order to do so, it is recommended to split the course into the sections *Theory*, *Practice* and *Reflection*. It is essential to pursue the stated competences. Every course participant should have gained these competences by the end of the course in order to become a qualified instructor.

Furthermore, course facilitators must be aware of and **consider the diversity among course participants**. Much like youth participants, coaches and future instructors come from diverse backgrounds with different levels of knowledge, needs and goals. This must always be taken into account. More information on this can be found in the basic course on *Appropriate Educational Goals* and in the overarching course on *Adult Education*.

1.) Theory

In the theoretical introduction, it is important for the course facilitator to **include all of the information of the content part** on Life Skills and the SDGs. This information should be conveyed using several methodological and didactical approaches. It can be good to alternate and use different methods and approaches to convey the knowledge. The course facilitator may for example:

- Allow some instructors to present their own S4D projects, while focusing on how their projects contribute to the development of SDG-specific life skills
- Use group work to let instructors share their experiences of the development of SDG-specific life skills and the obstacles they faced and describe how S4D can help address them and try to find solutions to common problems

Since course participants should already be familiar with life skills, SDGs and sport's role and contribution, it is especially important that they now **learn about different methods of conveying this knowledge**. They must be able to use different approaches when acting as instructors in the future. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use for training coaches in the future.

2.) Practice

A practical demonstration in the form of an S4D training session is an important part of the course. It helps to **consolidate the previously gained knowledge and visualise the content**. The S4D training session can either be led by the course facilitator or by an experienced course participant. It is **important to choose a specific SDG** that will be



Theory

Competences: Course Participants...

- are able to teach coaches about how the development of competences can contribute to the achievement of selected SDGs
- are able to teach coaches how to use the methodical sequence to plan, implement and evaluate SDG-specific S4D training sessions
- are able to critically reflect on the contribution of sport to the SDGs and are aware of the challenges and limitations of S4D
- are able to use a wide range of methods (e.g. group work) when teaching about the SDGs and sport and adapt their methodology if necessary

addressed during the training session. Bear in mind the process and methodical sequence that was laid out in the *Content* part.

Note, that not all course participants must take part in the actual training session. They may be split, with one group acting as training participants while the other group observes the S4D training. The observer group must **pay particular attention to the SDG-specific life skills that the coach has chosen to address** and to the **way in which the coach integrates these into the training session**.

A helpful instructor tool for conducting a training observation can be found on the

'*Sport for Development Resource Toolkit*' website under: [Tools for Your Practice – S4D Tools for Ensuring Quality Education – M&E Tools for Follow-Up Activities – M&E Tool 'Follow-up Training Observation and Interview](#). The observations will be discussed in the following *Reflection* session. Ideally, every instructor should observe at least one S4D training session and subsequently learn how to give constructive feedback to the coach of the training session.



Practice

Competences: Course Participants...

- are able to critically observe and assess an S4D training session, especially with regard to the integration and development of SDG-specific life skills
- are able to enhance a coaches' ability to incorporate SDGs into their training sessions
- are able to advise coaches how to reflect on and ensure the transfer of SDG-specific life skills into the daily-life contexts of (youth) participants
- are able to give constructive feedback and recommendations to coaches, concerning the integration and development of SDG-specific life skills in S4D

3.) Reflection

In this session, the previous **observations are openly discussed** in the plenary, led by the course facilitator. Questions such as the following should be posed to the course participants:



- Which SDG was addressed and targeted in the previous session?
- Were the chosen S4D activities appropriate in contributing to SDG-specific life skills, indicators, targets and the SDG as a whole?
- How did the coach try to ensure a transfer of life skills into the daily-life contexts of (youth) participants?

To finish off, the course facilitator should summarise the elaborations from the current and previous sessions and recap on the most important aspects of the entire course.



Reflection

Competences: Course Participants...

- are able to critically evaluate an S4D training session, especially with regard to sport's contribution to the SDGs
- are able to give and receive feedback in a differentiated and professional way, especially as regards sport's contribution to the SDGs
- are able to help coaches give and receive feedback in a differentiated and professional way, especially as regards sport's contribution to the SDGs
- are able to encourage coaches to critically assess the purposefulness of other approaches and methods when using sport to contribute to the SDGs



Further important competences that an instructor should possess can be found on the '*Sport for Development Resource Toolkit*' website under: [Essentials – S4D Competences – Instructor Competences](#).