

How to Use this Manual

The following course focuses on the **structure of an S4D training session**, which is one of the **five main principles of Sport for Development (S4D)**.

The manual is divided into two parts.

The first part introduces the topic itself. It shows how an S4D training session should be structured in order to maximise the contribution to multidimensional development of participants and the development of life skills. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of developing and implementing an S4D training session.

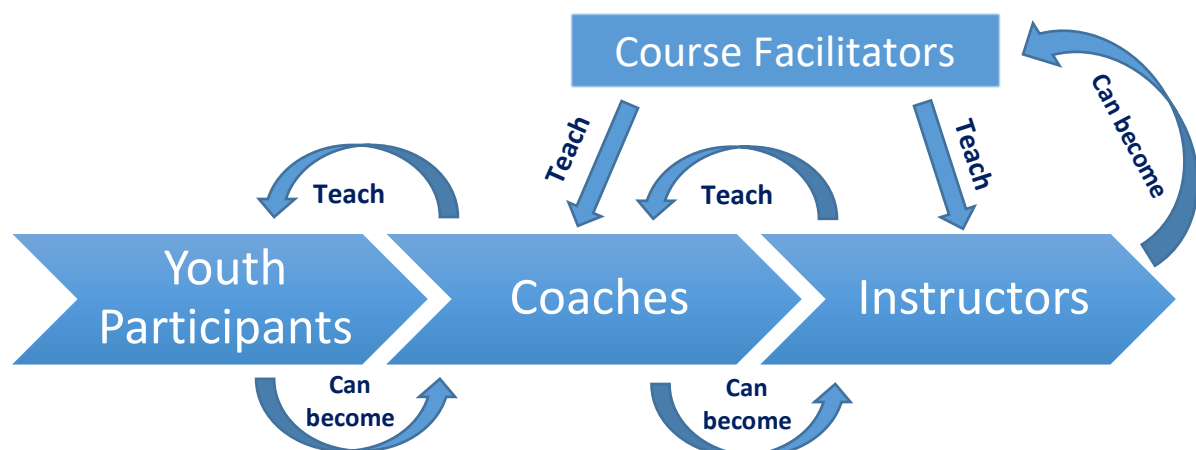
You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

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 developing an S4D training session.

This part of the course takes on 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 *Structure of an S4D Training*. 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**.

Structure of an S4D Training

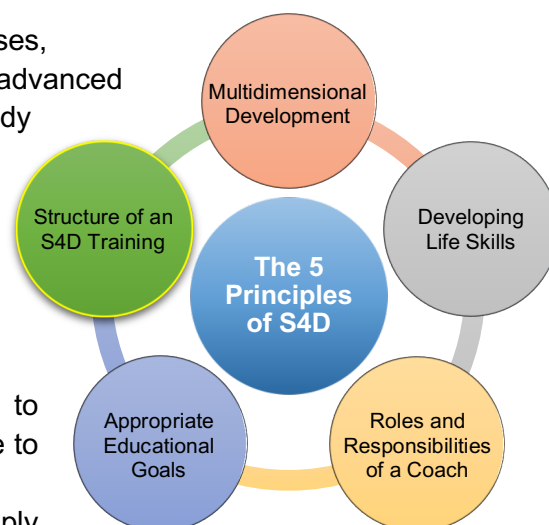
While *Structure of an S4D Training* is one of the basic courses, it is beneficial to have already studied some other basic and advanced courses before continuing with this course. Careful study and an understanding of the basic course on *Developing Life Skills* and the advanced course on *Life Skills and the SDGs* are particularly important. 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.

In order for sport to make a meaningful contribution to overcoming challenges in everyday life, S4D activities have to be specifically targeted at developing life skills.

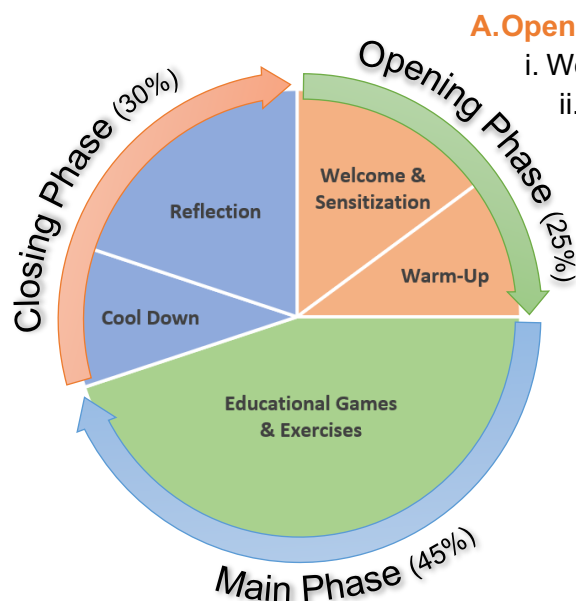
It is crucial that participants are empowered to not only apply such skills on the pitch during training sessions but to also transfer them off the pitch into their everyday lives.

To help with this, training sessions must be planned and structured accordingly.

However, the transfer of life skills from the training field into daily life contexts is both the most important and at the most difficult step. A clear training structure can help to facilitate this transfer.



The ideal structure of a S4D training course is as follows:



A. Opening Phase (25%)

- i. Welcome and Sensitization (15%)
- ii. Warm-Up (10%)

B. Main Phase (45%)

- iii. Educational Games and Exercises


C. Closing Phase (30%)

- iv. Cool down (10%)
- v. **Reflection** (20%)

While this is the recommended structure for S4D training courses, this might not always be possible (e.g. S4D in PE lessons). The goal is then to adapt the structure to the circumstances while trying to stay as close as possible to the recommended structure of an S4D course.

The final **reflection is always the most important part** as the experience gained on the pitch is transferred to challenges in participants' everyday life. However, it is advisable to not only have one reflection at the end of the training session but also **one additional short reflection directly after each exercise/game**. Otherwise participants might have forgotten experiences from the beginning of the training by the end of it. S4D coaches need to be well trained to moderate reflections effectively as they go beyond the usual, often familiar exercise instructions.


During the **sensitisation** phase at the beginning of a training session, the coach should try to adhere to the following **guidelines**:

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1. Describe what will be done in today's S4D training session and what the educational goals are (*cognitive, social, sport-related as well as physical*)
 2. Explain why the chosen (SDG-specific) life skills of today's training session are relevant for the (youth) participants
 3. Discuss together with participants the situations in which the chosen life skills are particularly useful (both in sport and in everyday life)

Going through these steps should help prepare and sensitise participants for the upcoming training session and the reflection that follows.

The **main phase** focuses on the educational games that have been specifically chosen to promote and improve the four dimensions of development including the life skills. Bear in mind that it is not enough to use only one educational game per life skill. Like sport-related skills, **life skills need to be developed sustainably** over several training sessions, using different exercises, games and techniques. More on this can be found in the course on *Developing Life Skills* and *Life Skills and the SDGs*.

As mentioned before, a **reflection after every exercise** is a vital step in order to ensure the transfer of skills from the training field into the daily life contexts of participants. The coach should try to adhere to the following **guidelines**, asking participants *questions* to **encourage an active reflection process**:

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1. Describe what has been done and talk about what has been noticed during the exercise/training session.
Q: *What have we done during this exercise/S4D training session? What have you noticed?*
 2. Explain why certain things were done and discuss the consequences of decisions.
Q: *Why did this happen? What were the consequences? What could have been improved or done differently?*
 3. Transfer the experienced challenges from the S4D activities to similar challenges in other areas of life.
Q: *Did you encounter a challenge during the exercise/training session that reminded you of a challenge from your own life? Does this problem also apply to or exist in other areas of life? How will you be able to solve such problems in the future?*
 4. Capture what has been learned from this exercise/training session and how the lessons could be applied in the future in daily life situations.
Q: *What do you take with you from this experience? What will you do differently in the future based on what you have learned today?*

It is **essential to encourage this transfer of skills** into the daily life contexts of (youth) participants in order to make a meaningful contribution to their personal success. More information on this can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – S4D Competences – From Theory to Practice: Competences as Part of a 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 participating instructors. It is also essential for **instructors to learn how to convey this knowledge to other coaches**.

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 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 of the course it is important for the course facilitator to **include all of the information of the content part** on the structure of an S4D training. 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 structure their S4D training sessions and how this helps convey competences
- Use group work to let instructors share their experiences of the transfer of competences to daily life contexts, describe any obstacles and try to find solutions to common problems

Since course participants should already be familiar with the structuring, implementation and evaluation of S4D training sessions, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches as future instructors. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use, so that they will be able to train coaches.

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 clearly structure the training session** and



Theory

Competences: Course participants...

- are able to teach coaches how to structure an S4D training session
- are able to raise coaches' awareness for the importance of transferring competences into daily life contexts
- 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

implement the knowledge and process that was laid out in the *Content* part. Note that not all course participants need to 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 structure of 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 – 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 its structure
- are able to advise coaches how to reflect on and ensure the transfer of SDG-specific competences into daily life contexts of (youth) participants
- are able to give constructive feedback and recommendations to coaches on the use of educational games and the integration and development of SDG-specific competences in S4D

3.) Reflection

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



- Did the coach adhere to the recommended structure of an S4D training?
- Were the educational games appropriate in contributing to the chosen, SDG-specific competences?
- How did the coach try to ensure a transfer of competences into the daily life contexts of (youth) participants?

To finish, 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 assess an S4D training session, especially with regard to its structure
- are able to give and receive feedback in a differentiated and professional way, especially concerning the integration, development and transfer of competences
- are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning the integration, development and transfer of competences
- 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](#).