



Move4Life

Move4Life & the Sustainable Development Goals (SDGs)

The United Nations is an international organisation that includes almost every country in the world. The United Nations have adopted 17 Global Goals, known as the **Sustainable Development Goals (SDGs)**, as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by **2030**.

Everyone has a part to play in taking action to achieve these goals, individuals, communities, national and international organisations. Personal adoption of the SDGs moves us closer to achieving them. Small changes can make big differences. Living sustainably leads to better personal health, greater prosperity in our communities and a healthier environment.

Physical Education, Sport, and Physical Activity can contribute to sustainable development and peace.



The Kazan Action Plan has identified 10 SDGs that sport can contribute the most to. The Kazan Action Plan was adopted by over 100 countries that attended the MINEPS VI conference in

July 2017. The plan calls for action to maximise the contribution sport makes to Sustainable Development and Peace and to achieve the following:

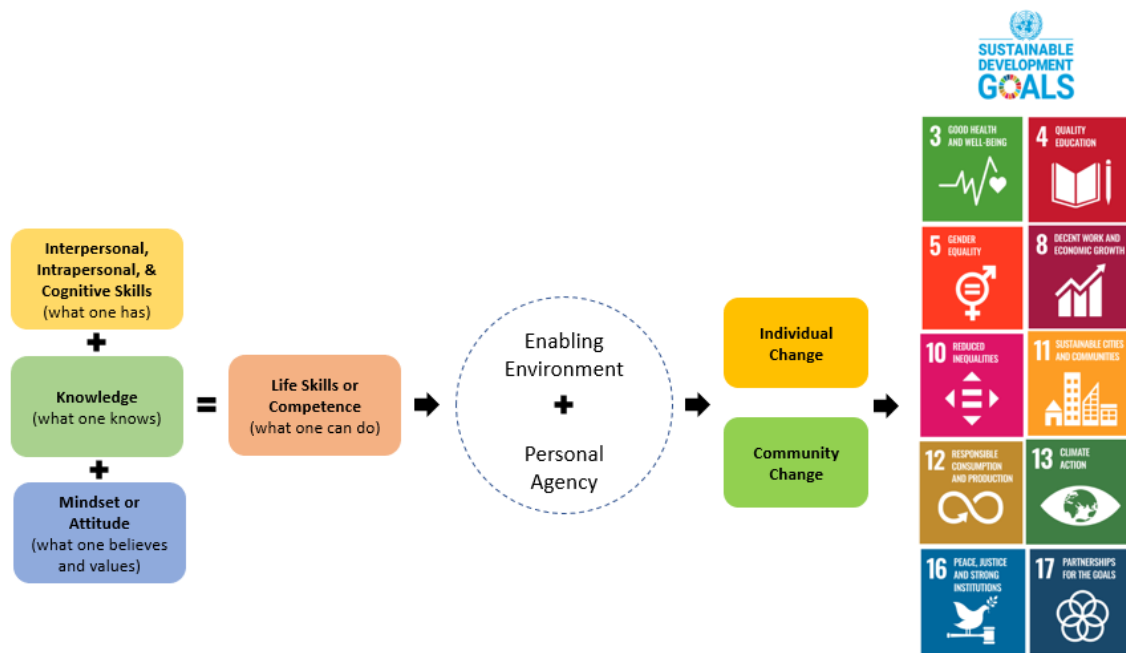
- II.1 Improve health and well-being of all, at all ages
- II.2 Make cities and settlements inclusive, safe, resilient, and sustainable
- II.3 Provide quality education, and promote lifelong learning for all and skills development through sport
- II.4 Build peaceful, inclusive, and equitable societies
- II.5 Provide economic growth and full and productive employment and work for all
- II.6 Advance gender equality and empower all women and girls
- II.7 Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts
- II.8 Build effective, accountable, and inclusive institutions at all levels

Move4Life sessions develop physical literacy which is defined by Whitehead (2010) as follows:

“Physically literate individuals possess assurance and self-confidence in-tune with their movement capabilities. They demonstrate sound coordination and control and can respond to the demands of a changing environment. They will relate well to others, demonstrating sensitivity in their verbal and non-verbal communication and will have empathetic relationships. The physically literate individual will enjoy discovering new activities, and will welcome advice and guidance, confident in the knowledge that they will experience some success. The individual will appreciate the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.”

Inherent in the concept of physical literacy is the development of movement skills and life-skills. Move4Life sessions seek to develop life skills by making an intentional connection between what participants experience when taking part in physical, education, sport and physical activity and their current and future lives outside sport and physical activity.

The life-skills developed through participation in Move4Life sessions are important to make an important contribution towards the Sustainable Development Goals by empowering young people to act.



Participation in physical education, sport, and physical activity develops four dimensions that are important for personal development of children and young people: the physical, cognitive, emotional, and social dimensions.





1. The physical dimension: the body

Improvement of

- Flexibility
- Strength
- Endurance
- Coordination
- Orientation
- Reaction
- Balance



2. The cognitive dimension: the mind

Improves ability to

- concentrate
- reflect
- anticipate
- think logically
- take quick decisions
- develop strategies



3. The emotional dimension: emotions and experiences

To learn how to

- deal with fear and frustration
- deal with aggression
- experience joy, fun and motivation
- learn how to win and lose
- deal with pressure



4. The social dimension: people interact with each other

- Build friendships
- develop trust, empathy, respect & tolerance
- reduce prejudice and build social cohesion
- learn to collaborate, resolve conflicts, respect rules
- interact in a team
- learn about gender differences


Moves4Life sessions contribute to the development of all four dimensions through the teaching of movement skills and life-skills.

Research around positive youth development has identified the following three conditions as being important if young people are to develop their life competences and be empowered to contribute to sustainable development at individual, family, community, and civil society levels:

1. Positive and sustained adult-youth relations (relations between a young person and an adult who is competent, caring and continually available, for at least a year, such as a coach or teacher)
2. Life-skill building activities
3. Opportunities for youth participation in and leadership of valued family, school, and community activities







The following table explains how physical education, sport and physical education when combined with life-skills development can contribute to the sustainable development goals. The development of life-skills or life-competences can contribute to different Sustainable Development Goals. In the following table we have linked the life-skill from each of the 12 Move4Life sessions to one of the 20 prioritised Sustainable Development Goals.



| Moves4Life-Skills | Key Development Outcome | SDG Contribution |
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| <p>Best Self Moves4Life participants develop intrapersonal skills such as Self-Confidence, Self-Respect, Self-Awareness, Self-Control, and Self-Reliance.</p> <p>Personal skills that young people need to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</p> <p>Personal skills that provide the confidence to pursue access to education and life-long learning.</p> | <p>Moves4Life participants develop personal, social, and cognitive skills, awareness of sustainable development and adopt positive beliefs and values that are combined with personal agency enabling them to take action to promote sustainable development.</p> <p>Moves4Life participants develop the confidence and resilience required to overcome the challenges (lack of provision, poverty, gender norms) of access to education and life-long learning.</p> |  <p>Primary SDG Target: 4.7 Learners acquire the knowledge and skills needed to promote sustainable development</p> <p>Kazan Action Plan Goal II.3 Provide quality education, and promote lifelong learning for all and skills development through sport</p> |


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| <p>Personal skills that help build personal agency and lead young people to act in respect of the Sustainable Development Goals.</p> | | |
| <p>Resilience Move4Life participants develop resilience, the ability to keep going and to recover from difficulties and challenges.</p> <p>Resilience in young people gives them hope of a better future and encourages them to pursue opportunities for education and training leading to decent employment, despite the many challenges such as a lack of provision, poverty, gender norms, etc.</p> | <p>Moves4Life participants develop awareness of opportunities in life, set goals for their future and develop the resilience required to keep going and to recover from difficulties and challenges as they seek education training, decent employment.</p> |  <p>Primary SDG Target: 8.6 Reduce the proportion of youth not in employment, education, or training</p> <p>Kazan Action Plan Goal 11.5 Provide economic growth and full and productive employment and work for all</p> |
| <p>Good Friend Move4Life participants develop intrapersonal skills including the capability to establish and maintain mutually satisfying relationships characterised by positive expectations.</p> <p>Intrapersonal skills include the development of assertiveness, the ability to communicate feelings, thoughts, and beliefs openly in a straightforward way.</p> <p>Intrapersonal skills include empathy, to be aware of,</p> | <p>Move4Life participants develop empathy for others of different age, sex, disability, race, ethnicity, origin, religion or economic or other status. They can communicate effectively with others and maintain good relationships. Through their actions they can promote the social, economic, and political inclusion of a diverse range of people.</p> <p>Move4Life participants develop empathy, good relationships skills and</p> |  <p>Primary SDG Target: 10.1 Empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p> |

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| <p>understand and appreciate the feelings and thoughts of others.</p> | <p>effective communication styles that promote peaceful relationships and inclusion contributing to equitable societies.</p> | <p>Kazan Action Plan Goal 11.4 Build peaceful, inclusive, and equitable societies</p> |
| <p>Critical Thinker Move4Life participants develop the capability to think critically which enables them to better understand the world they live in, to make good decisions based on fact, solve problems, and understand the consequences of their actions.</p> <p>Critical thinking skills enable young people to reflect on sustainable development and consider how to develop lifestyles in harmony with nature.</p> <p>Young people campaign for and take personal measures to address responsible consumption, production, and climate change.</p> | <p>Move4Life participants can reflect on sustainable development and lifestyles in harmony with nature and develop strategies to address responsible consumption and production and climate change. They can campaign for climate change action and take personal action to address responsible consumption and climate change.</p> |  <p>Primary SDG Target: 12.8 People everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p> <p>Kazan Action Plan Goal II.7 Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts</p> |
| <p>Decision Maker Move4Life participants develop the capacity to make good decisions in life. Decisions that impact positively on their health, wellbeing, and future and on their families, community, and society.</p> <p>Individuals involved in violence and other forms of crime have made poor decisions that have a long-lasting impact on their lives</p> | <p>Move4Life participants are more likely to make good decisions and are less likely to perpetrate violence to others be it child to child, adult to child or adult to adult. They are also more likely to report concerns and campaign for an end to violence against children.</p> <p>Move4Life participants are more likely to make good decisions and to contribute to building social cohesion,</p> |  <p>Primary SDG Target: 16.2 End abuse, exploitation, trafficking, and all forms of violence against and torture of children</p> |

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| <p>and are often decisions they regret in later life.</p> <p>Individuals who make good decisions are less likely to become involved in violence or crime.</p> | <p>peaceful, inclusive, and sustainable communities</p> | <p>Kazan Action Plan Goal II.2 Make cities and settlements inclusive, safe, resilient, and sustainable</p> |
| <p>Communication Move4Life participants develop the capacity to communicate effectively with others and to positively influence them to act on sustainable development.</p> <p>They use their communication skills to raise awareness about development issues. This requires good communication at all levels including at a personal level.</p> <p>Young people have for example been at the centre of action on climate change at home, in their communities and on national and international stages</p> | <p>Move4Life participants can use their communication skills to raise awareness around climate change and the need to act both personally and collectively to combat climate change and its impacts.</p> |  <p>Primary SDG Target: 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>Kazan Action Plan Goal II.7 Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts</p> |
| <p>Healthy Living Move4Life participants develop healthy living behaviours which they carry with them into their adult lives promoting good health and wellbeing.</p> <p>They gain an understanding of healthy living and strategies for regular exercise, good nutrition, good hygiene, to avoid substance abuse, to practice safe sex, to rest and enjoy</p> | <p>Move4Life participants adopting healthy living behaviours practice good hygiene which helps combat communicable diseases and are most likely to access services to care for their sexual and reproductive health.</p> <p>Move4Life participants adopt healthy lifestyles to improve their health and wellbeing.</p> |  <p>Primary SDG Targets: 13.3/13.7 End the epidemics and combat communicable diseases</p> |

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| <p>relaxation, to have a positive mindset, and develop mindfulness.</p> <p>Personal commitments to leading a healthy lifestyle can help avoid both communicable and non-communicable health risks and promote better mental and physical health.</p> | | <p>Provide sexual and reproductive health care services</p> <p>Kazan Action Plan Goal II.1 Improve health and well-being of all, at all ages</p> |
| <p>Mental Wellbeing Move4Life participants develop an awareness of mental health issues and learn skills to manage their own mental health.</p> <p>They are likely to be more caring and support other young people who have challenges with their mental health.</p> <p>They will understand the dangers of substance abuse and will make better choices around drug use, smoking and alcohol consumption.</p> | <p>Move4Life participants will take care of their own mental health and will be more likely to offer care and support to others with mental health challenges. This includes making better choices in relation to the use of substances – drugs, tobacco, and alcohol.</p> |  <p>Primary SDG Targets: 13.4/13.5 Reduce non-communicable diseases and promote mental health and well-being</p> <p>Prevent and treat substance abuse</p> <p>Kazan Action Plan Goal II.1 Improve health and well-being of all, at all ages</p> |
| <p>Growth Mindset Move4Life participants develop a growth mindset, the belief that they have potential and can be successful in life through effort, attention to process and the support of others.</p> <p>Young people who adopt a growth mindset achieve higher levels of academic</p> | <p>Move4Life participants develop a growth mindset, important in achieving your full potential and proven to be successful in achieving educational outcomes. Young people with growth versus fixed mindsets achieve higher levels of academic achievement</p> |  <p>Primary SDG Targets: 4.1/4.5 Girls and boys complete free, equitable and quality</p> |

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| <p>success than those with fixed mindsets.</p> | <p>Growth mindset can be learned through sport and transferred to educational attainment. Evidence supports that young people who take part in regular sport and physical activity do well in educational attainment.</p> | <p>primary and secondary education leading to relevant and effective learning outcomes</p> <p>Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>Kazan Action Plan Goal II.3 Provide quality education, and promote lifelong learning for all and skills development through sport</p> |
| <p>Leadership Move4Life participants develop leadership skills enabling them to lead others and understand the importance of working collaboratively in teams.</p> <p>Young people are the leaders of tomorrow who can contribute to the achievement of the SDGs.</p> <p>Leadership skills play an important role in building effective partnerships.</p> | <p>Move4Life participants develop leadership skills through sport that are transferable to other aspects of a person’s life and are essential in developing partnerships for sustainable development.</p> <p>Young people have demonstrated good leadership skills in partnerships for sustainable development. The voice of young people has been important in pursuing sustainable development.</p> |  <p>Primary SDG Targets: 17.17 Encourage effective public, public–private and civil society partnerships</p> <p>Kazan Action Plan Goal II.8 Build effective, accountable, and inclusive institutions at all levels</p> |
| <p>Gender Equality Move4Life participants develop an awareness of gender issues and transformative practice to drive gender equality.</p> | <p>Move4Life participants learn about gender norms and develop strategies to challenge them. They take personal and collective action to challenge discrimination and gender-</p> |  |

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| <p>A deeper understanding of gender norms is developed and of the challenges women and girls face including discrimination, gender-based violence, lack of opportunity and lack of access to resources.</p> <p>The role of boys/men and women/girls in challenging gender norms is developed.</p> | <p>based violence and develop strategies to improve opportunities and access to resources for women and girls.</p> | <p>Primary SDG Targets: 5.1/5.2/5.5 End all forms of discrimination against all women and girls</p> <p>Eliminate all forms of violence against all women and girls</p> <p>Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making</p> <p>Kazan Action Plan Goal II.6 Advance gender equality and empower all women and girls</p> |
| <p>Vision & Goal Setting Moves4Life participants develop the ability to imagine a positive future. To create a compelling vision. They develop the capability to set SMART goals and to plan steps to achieve their individual and collective goals.</p> <p>Young people develop a vision of a better world to live in and can strategize and plan to effect change at an individual and community level.</p> | <p>Moves4Life participants can envision the society and communities they want to live in. They can set individual and collective goals for their communities that can lead to social change, build social cohesion, and create inclusive, safe, resilient, and sustainable communities.</p> |  <p>Primary SDG Targets: 11.7 Provide universal access to safe, inclusive, and accessible, green, and public spaces for all</p> <p>Kazan Action Plan Goal II.2 Make cities and settlements inclusive, safe, resilient, and sustainable</p> |

