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.

The Commonwealth
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.

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<tr>
<th>Moves4Life-Skills</th>
<th>Key Development Outcome</th>
<th>SDG Contribution</th>
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| **Best Self**     | Moves4Life participants develop intrapersonal skills such as Self-Confidence, Self-Respect, Self-Awareness, Self-Control, and Self-Reliance. | **Primary SDG Target: 4.7**  
Learners acquire the knowledge and skills needed to promote sustainable development.  
**Kazan Action Plan Goal II.3**  
Provide quality education, and promote lifelong learning for all and skills development through sport |

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.

Personal skills that provide the confidence to pursue access to education and lifelong learning.
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<tr>
<th>Personal skills that help build personal agency and lead young people to act in respect of the Sustainable Development Goals.</th>
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| **Resilience**  
Move4Life participants develop resilience, the ability to keep going and to recover from difficulties and challenges.  
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. | 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. |
| | **Primary SDG Target: 8.6**  
Reduce the proportion of youth not in employment, education, or training  
**Kazan Action Plan Goal 11.5**  
Provide economic growth and full and productive employment and work for all |
| **Good Friend**  
Move4Life participants develop intrapersonal skills including the capability to establish and maintain mutually satisfying relationships characterised by positive expectations.  
Intrapersonal skills include the development of assertiveness, the ability to communicate feelings, thoughts, and beliefs openly in a straightforward way.  
Intrapersonal skills include empathy, to be aware of, | 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.  
Move4Life participants develop empathy, good relationships skills and | **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 |
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<tr>
<th><strong>Critical Thinker</strong></th>
<th><strong>Decision Maker</strong></th>
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<tr>
<td><strong>Move4Life participants</strong> 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. Critical thinking skills enable young people to reflect on sustainable development and consider how to develop lifestyles in harmony with nature. Young people campaign for and take personal measures to address responsible consumption, production, and climate change.</td>
<td><strong>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.</strong> Move4Life participants are more likely to make good decisions and to contribute to building social cohesion,</td>
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<tr>
<th><strong>Primary SDG Target: 16.2</strong></th>
<th><strong>Primary SDG Target: 12.8</strong></th>
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<tbody>
<tr>
<td><strong>End abuse, exploitation, trafficking, and all forms of violence against and torture of children</strong></td>
<td><strong>People everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</strong></td>
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<thead>
<tr>
<th><strong>Kazan Action Plan Goal</strong></th>
<th><strong>Kazan Action Plan Goal II.7</strong></th>
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<tr>
<td>11.4 Build peaceful, inclusive, and equitable societies.</td>
<td>Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts.</td>
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**Kazan Action Plan Goal II.7**
Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts.
and are often decisions they regret in later life. Individuals who make good decisions are less likely to become involved in violence or crime.

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<th>Communication</th>
<th>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.</th>
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<tr>
<td>Move4Life participants develop the capacity to communicate effectively with others and to positively influence them to act on sustainable development. They use their communication skills to raise awareness about development issues. This requires good communication at all levels including at a personal level.</td>
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<td>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</td>
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<tr>
<th>Healthy Living</th>
<th>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. Move4Life participants adopt healthy lifestyles to improve their health and wellbeing.</th>
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<tr>
<td>Move4Life participants develop healthy living behaviours which they carry with them into their adult lives promoting good health and wellbeing. 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</td>
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<tr>
<th>Kazan Action Plan Goal II.2</th>
<th>Make cities and settlements inclusive, safe, resilient, and sustainable</th>
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<tr>
<td>Primary SDG Target: 13.1</td>
<td>Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</td>
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<tr>
<td>Kazan Action Plan Goal II.7</td>
<td>Ensure sustainable consumption and production patterns and take urgent actions to combat climate change and its impacts</td>
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<tr>
<th>Primary SDG Targets: 13.3/13.7</th>
<th>End the epidemics and combat communicable diseases</th>
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<td><strong>Personal commitments to leading a healthy lifestyle can help avoid both communicable and non-communicable health risks and promote better mental and physical health.</strong></td>
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| Provide sexual and reproductive health care services

**Kazan Action Plan Goal II.1**
Improve health and well-being of all, at all ages

| **Mental Wellbeing** **Move4Life participants develop an awareness of mental health issues and learn skills to manage their own mental health.** They are likely to be more caring and support other young people who have challenges with their mental health. They will understand the dangers of substance abuse and will make better choices around drug use, smoking and alcohol consumption. **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.** |
| **Primary SDG Targets:** 13.4/13.5
Reduce non-communicable diseases and promote mental health and well-being
Prevent and treat substance abuse

**Kazan Action Plan Goal II.1**
Improve health and well-being of all, at all ages

| **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.** Young people who adopt a growth mindset achieve higher levels of academic achievement. **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** |
| **Primary SDG Targets:** 4.1/4.5
Girls and boys complete free, equitable and quality
success than those with fixed mindsets.

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.

primary and secondary education leading to relevant and effective learning outcomes

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

**Kazan Action Plan Goal II.3**

Provide quality education, and promote lifelong learning for all and skills development through sport

**Leadership**

Move4Life participants develop leadership skills enabling them to lead others and understand the importance of working collaboratively in teams.

Young people are the leaders of tomorrow who can contribute to the achievement of the SDGs.

Leadership skills play an important role in building effective partnerships.

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.

Young people have demonstrated good leadership skills in partnerships for sustainable development. The voice of young people has been important in pursuing sustainable development.

**Primary SDG Targets: 17.17**

Encourage effective public, public–private and civil society partnerships

**Kazan Action Plan Goal II.8**

Build effective, accountable, and inclusive institutions at all levels

**Gender Equality**

Move4Life participants develop an awareness of gender issues and transformative practice to drive gender equality.

Move4Life participants learn about gender norms and develop strategies to challenge them. They take personal and collective action to challenge discrimination and gender-
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.

The role of boys/men and women/girls in challenging gender norms is developed. Based violence and develop strategies to improve opportunities and access to resources for women and girls.

**Primary SDG Targets:**

5.1/5.2/5.5
End all forms of discrimination against all women and girls.

Eliminate all forms of violence against all women and girls.

Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making.

**Kazan Action Plan Goal II.6**
Advance gender equality and empower all women and girls.

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**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.

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.

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.

**Primary SDG Targets:**

11.7
Provide universal access to safe, inclusive, and accessible, green, and public spaces for all.

**Kazan Action Plan Goal II.2**
Make cities and settlements inclusive, safe, resilient, and sustainable.