

IDGs & QUALITY MOVEMENT EXPERIENCES

We have during 2023, together with world leading researchers and thinkers within the field of "physical literacy", explored how quality movement experiences relates to the Inner Development Goals (IDG). We have, among other things, conducted several workshops where the participants had to reflect on the differences between a traditional physical activity and an enriched version (which is deliberately designed to maintain and strengthen the participants' relationship to movement and physical activity). Unsurprisingly, the enriched version was found to promote many more of the inner skills defined in the IDG framework.

IDG gives us a new and nuanced view of the value of meaningful and fun embodied experiences and clarifies the connection to sustainable development both for the individual and higher system levels. The challenge for a community is to have opportunities for all people, independent of age or ability, to have these positive movement experiences.

The [Inner Development Goals](#) framework is fundamental in the work to reach the Sustainable Development Goals.



Image from one of the workshops lead by Dr Dean Kriellaars (University of Manitoba)



INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development

**CHANGE
THE
GAME™**

WORKSHOPS 2023

The participants first received a short introduction to IDGs. After that, they did a common exercise and then reflect on which inner skills were nurtured. Then they did an enriched version of the exercise designed with physical literacy as compass to develop both physical, emotional, social and cognitive skills.

The intention was for the participants to feel that they had a sufficiently difficult challenge, while at the same time feeling safe to challenge themselves and they can influence and co-determine how they solve the task.

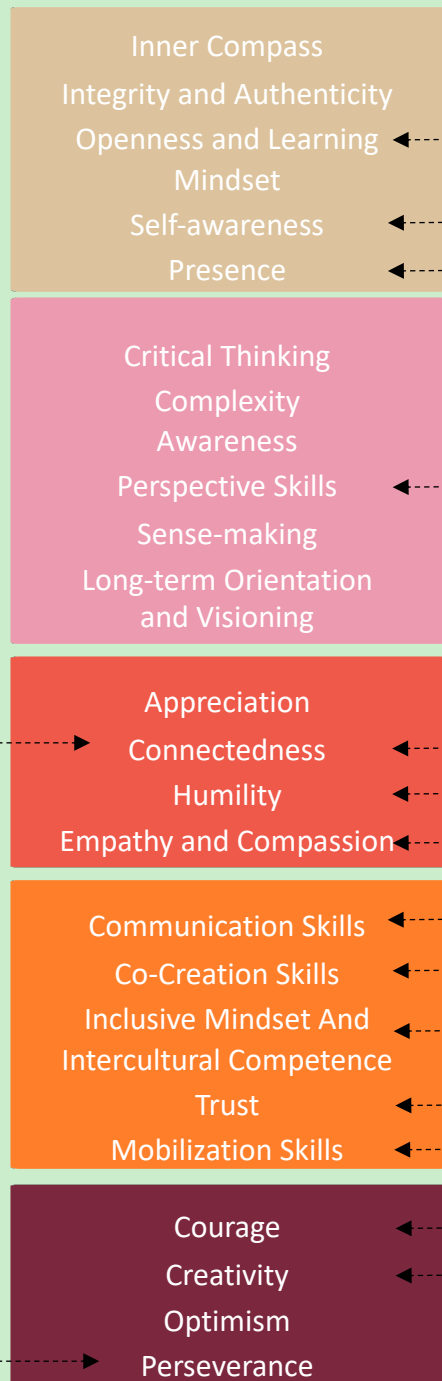
Finally, they made relative comparisons of the two experiences in aspect of the IDGs.

The speed training is one of several different activities being used in the workshops.

Speed training Traditional design

At the leader's start signal, participants run as fast as they can to a finish line. Starting positions and any obstacles on the way are determined by the leader.

The relative comparisons of the two versions of speed training with the lens of IDG were developed by Suzan Vegard Lilja (student at Umeå University) during her internship at Change the game, spring 2023.



Speed training Physical literacy enriched design

"Tom & Jerry". Form pairs. Decide who starts as Tom and who starts as Jerry. All Toms closes their eyes and waits. Jerry sneaks up and wakes his Tom up with a pat on the shoulder, then tries to escape to the other side without getting caught.

Switch roles so that everyone has the opportunity to try being both Tom and Jerry.

Come up with your own fun ways to wake up Tom, how to get to the front and how to use different starting positions.

Switch to a new friend.

Form a group of four together with another pair and show them your best solutions.

Create positive challenges for each other and try them out.



Workshop summary - speed training

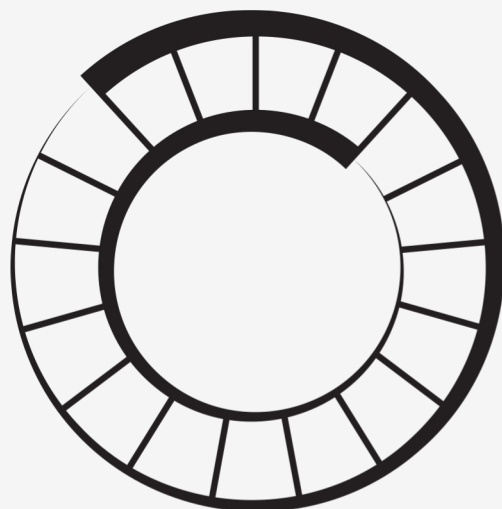
Traditional design: 2 skills nurtured.

PL enriched design: 14 skills nurtured



INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development





**INNER
DEVELOPMENT
GOALS**



1 Being

Relationship to Self

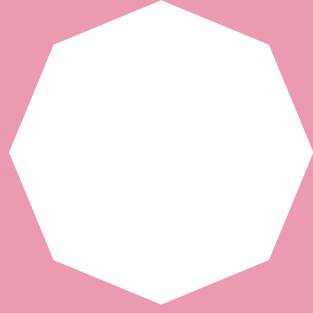
Inner Compass

Integrity and
Authenticity

Openness and
Learning Mindset

Self-awareness

Presence



2 Thinking

Cognitive Skills

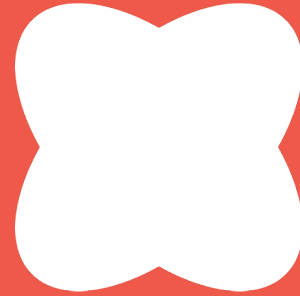
Critical Thinking

Complexity
Awareness

Perspective Skills

Sense-making

Long-term
Orientation and
Visioning



3 Relating

Caring for Others
and the World

Appreciation

Connectedness

Humility

Empathy and
Compassion



4 Collaborating

Social Skills

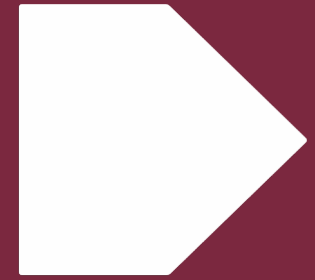
Communication
Skills

Co-Creation Skills

Inclusive Mindset
And Intercultural
Competence

Trust

Mobilisation Skills



5 Acting

Driving Change

Courage

Creativity

Optimism

Perseverance



Being

Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.



Inner Compass

Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

Integrity and Authenticity

A commitment and ability to act with sincerity, honesty and integrity.

Openness and Learning Mindset

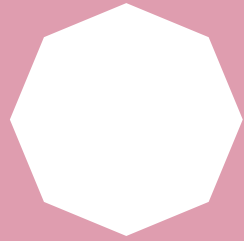
Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

Self-awareness

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Presence

Ability to be in the here and now, without judgement and in a state of open-ended presence.



Thinking

Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole is essential for wise decision-making.

Critical Thinking

Skills in critically reviewing the validity of views, evidence and plans.

Complexity Awareness

Understanding of and skills in working with complex and systemic conditions and causalities.

Perspective Skills

Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

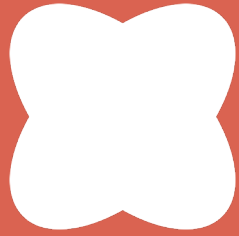
Sense-making

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

Long-term Orientation and Visioning

Ability to be in the here and now, without judgement and in a state of open-ended presence.





Relating

Caring for Others and The World

Appreciating, caring for and feeling connected to others, such as neighbors, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

Appreciation

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

Connectedness

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem

Humility

Being able to act in accordance with the needs of the situation without concern for one's own importance.

Empathy and Compassion

Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.





Collaborating

Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

Communication skills

Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.

Co-creation skills

Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterized by psychological safety and genuine co-creation.

Inclusive mindset and intercultural competence

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

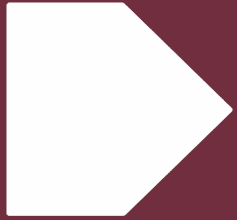
Trust

Ability to show trust and to create and maintain trusting relationships.

Mobilization skills

Skills in inspiring and mobilizing others to engage in shared purposes.





Acting

Driving Change

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

Courage

The ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

Creativity

Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

Optimism

Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

Perseverance

Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

