

S4D Training Session SDG 16: “Change of perspective for conflict resolution”



This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to violence prevention \(SDG 16\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those violence prevention-related competences.

Target Group	13+ years, mixed gender groups
Sport	Ball sports
Duration of the session	60 min
Learning Objectives / Life Competences targeted throughout the session	<ul style="list-style-type: none"> • Change of perspective and empathy: Children and youth are able to anticipate how violent behaviour can affect others and are able to put themselves into different roles such as victim and perpetrator. • Adaptability: Children and youth understand that by experiencing violent situations on the sport field, they are able to reflect on similar situations in their daily life, altering their reactions in a non-violent and peaceful manner. • Communication: Children and youth learn about their own behaviour in violent situations (incl. verbal and physical reactions) and can formulate questions and statements more respectfully, understanding the importance of verbal communication in conflict situations.
Sporting Competences targeted throughout the session¹	<ul style="list-style-type: none"> • Motor competences: coordination, agility, speed • Technical competences: Quick movements, accurate passing & catching (technical passes sport specific), being aware of the surroundings – moving blindfolded • Tactical competences: plan tactical moves and outmanoeuvre the opponent, passing the ball strategically, communicate effectively – give clear instructions and listen carefully

Theoretical background information²

Empathy is the ability to understand the feelings and thoughts of another person, which is closely linked to a **change of perspective**. Put into practice, one can understand another person’s behaviour and emotions more clearly which can help to resolve conflicts non-violently. How and to what degree one can empathise with another, depends on the persons viewpoints and previous experiences. Being able to view a situation from another person’s perspective can be taught and practiced through activities in which participants have to experience all the roles included.

¹ Please have a look into the S4D Activities, there you will find formulated learning objectives for the sporting competences.

² Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport for Violence Prevention](#); [Neglected Tool: Empathy in Conflict Resolution](#)

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Sport naturally inherits conflict situations and is therefore a useful tool to encourage a change of perspective and teach empathy to its participants. Activities such as the [S4D Activity SDG 16 “Outsider Game”](#), help participants to experience both perspectives, winning and losing, or in this case being included and excluded (see activity in the ‘main part’). Participants who understand both perspectives are able to generate more empathy for their opponents, helping them to resolve future conflict in their daily life in a non-violent manner.

Practical Session

Have a look into the [S4D Training Session Cycle!](#)

Welcome and Introduction (5 min)

See [Structure of an S4D Training](#) and -

Gather the players in a team circle.

[S4D Training Session](#)

[Cycle to find](#)



Welcome the participants and create a pleasant setting and atmosphere *more information about how to struc-*

Have a look back to your last training session: What happened after the last training session?

Have a look ahead to the upcoming training session: What will happen in this session?

- Introduction of learning objectives

- Sensitisation for the topic

Have a look
to plan -
your own training session, you can use
the [Template “Planning and Review-
ing Sheet for S4D Training Sessions”](#).

Warm up

Duration	15 min
Setting	Any sports ground
Material, Equipment	10-15 Footballs, 10-15 Bibs, 10-15 Cones
Activity & Description	<p>S4D Activity SDG 16 “Gondi Sinya”</p> <ul style="list-style-type: none"> • Divide participants into two teams, each team receiving a different coloured bib. • Each team stands at the baseline • Team A (police) is in possession of the cones that are placed in front of them. • When the game begins, team B (thieves) runs across the field and tries to steal the cones from team A. • A player from team A tries to chase the thief and win back the cone before the ‘thief’ reaches their teams touchline. • If the ‘thief’ is caught, the cone is returned and the ‘thief’ is out, reducing the number of ‘thieves’ • If the ‘thief’ is not caught, the ‘police’ member is out. • In the second half, the players change the roles. Life Competences Change of Perspective and Empathy

All S4D Activities provide detailed information and exemplary reflection questions. It’s up to you if you will have a reflection directly after the activity and/or at the end of your training session.

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Variations

- The cones can be replaced with footballs and the players need to dribble the ball to the touchline. This will increase the difficulty and requires higher technical abilities and agility.
- Once a ‘thief’ is caught they could turn into a ‘police’ team member, increasing the understanding of being able to change from ‘thief’ to ‘police’

Main Phase

Duration 30 min
Setting Any sports ground

Material, Equipment 2-4 Balls, 10-15 Bibs, 4 Cones

Activity & Description [S4D Activity SDG 16 “Outsider Game”](#)

- Create two teams that play against each other, both wearing a different coloured bib. *change the Life competence the ac-tivity should target.*
- The coach selects one player of each team to be the ‘outsider’.
- The player who is the ‘outsider’ is not aware of this while the coach instructs the rest of the team not to pass the ball to the ‘outsider’.
- During the game, the team players pass the ball to their teammates but not to the ‘outsider’.
- After the game the ‘outsider’ describes to the rest of the team how they felt being the ‘outsider’

Life Competences **Adaptability**

Variations

- A team scores when the other team accidently passes to their ‘outsider’ – the other team tries to mark the ‘outsider’ to prevent the other team from scoring.

All S4D Activities are flexible in terms of use. For example, a warm up activity could become the main part. Additionally, one can freely choose and

change the Life competence the ac-tivity should

Cool Down

Duration 15 min
Setting Marked off area on any sports ground

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Material, Equipment	Blindfolds, multiple random objects
Activity & Description	<p>S4D Activity SDG 16 “Assertiveness”</p> <ul style="list-style-type: none"> • Mark off an area on the football field. • Clutter the area with objects for example buckets, cones, and poles. • Create pairs of which one player is being blindfolded. • The other player helps their partner to move across the field and collect the objects. • Decide collectively on a warning signal in case of two blindfolded players colliding.
Life Competences	Communication
Variations	<ul style="list-style-type: none"> • The objects on the field can vary. • Make it a competition in which the team that collects the most objects wins. • Switch roles of “blind” player and “guide”

connection to daily life situations

STEP 3: Apply Ask them about specific Actions

STEP 4: Action Agree with the participants on a specific action/task to fulfil until the next session

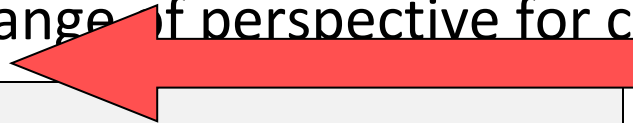
STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities **STEP 2: Connect** Make a

Reflection (10 min)

- Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion
- Ask whether the session was good and which part of the session was most interesting/ fun.
- Give a short **recap of the session** and ask the participants what they have learned or what sticks to their minds after the session. ○ You can **ask more specifically** about what they have learned about the common reasons for violence and the importance of non-violent conflict resolution.

Have a look into the [Reflection Guidelines!](#)

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	<ul style="list-style-type: none"> - Which activity of the session did you like/not like? Why? <i>All</i> 	<ul style="list-style-type: none"> - What emotions do you feel during a situation of conflict? How do you think other people in that situation feel like? - What does the term ‘change of perspective’ mean to you? - Why is it important to understand the perspective of others? (e.g. to be able to empathise, see their point of view) - <i>for you to empathise with someone? Why?</i> 	<p>Is it easy/difficult</p>
	<p><i>questions are ex-</i></p> <ul style="list-style-type: none"> - What roles did you have during the activities? What role did you feel 	<ul style="list-style-type: none"> - What questions can you ask in order to empathise with someone else’s perspective? - How can empathising with someone else’s perspective help in resolving conflict? How does this impact your behaviour before, during and after the conflict? - How can you explain to someone else your own perspective? What do you need to consider in terms of your own behaviour and use of language? 	<p>before, during and after the conflict?</p>
	<p>most comfortable with? Why? <i>amples; feel free to -</i> What did you</p>	<p>To empathise with someone means to change your own perspective. Try to observe yourself in situations where you and another person don’t agree with each other/don’t have the same opinion:</p> <ul style="list-style-type: none"> - What are the key aspects to consider when you try to understand someone else’s perspective? 	
	<p>experience when you switched roles during an activity? (e.g. change of perspective)</p>	<ul style="list-style-type: none"> - Is it easier for you to empathise with some persons than with others? If yes, why? <i>Have a look into</i> <p>Make a list of all things that come to your mind.</p>	<p><i>the different S4D</i></p>
	<p><i>ask other</i> questions - What kind of conflicts were you able to observe during the training session? How were you able to solve them? <i>if you want to!</i></p>		<p><i>Activities, there you will find more examples!</i></p>

