

# S4D Training Session SDG 3: “Virus transmission and hygiene”



Deutsche  
Sporthochschule Köln  
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Institut für Europäische  
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This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to virus transmission & hygiene \(SDG 3\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those health-related competences.

<b>Target Group</b>	9+ years, mixed gender groups
<b>Sport</b>	Ball Game 🏐 can be adapted to any other ball game, e.g. football, netball, volleyball, etc.
<b>Duration of the session</b>	60 min
<b>Learning Objectives / Life Competences targeted throughout the session</b>	<ul style="list-style-type: none"> <li>• <b>Critical Thinking:</b> Children and youth can maintain good attitudes towards health and question norms, opinions and practices concerning health and well-being, including viral transmission while coping with the consequences of their own actions in the area of health.</li> <li>• <b>Self-Confidence and Trust:</b> Children and youth learn how to trust their own abilities and instincts regarding their health and develop trust towards others such as their teammates and colleagues.</li> <li>• <b>Responsibility:</b> Children and youth understand they are responsible for their own health and well-being while supporting their inner circle (e.g. family and friends) to be disciplined and work consistently to remain healthy and prevent virus transmissions.</li> <li>• <b>Cooperation:</b> Children and youth are able to develop goals and strategies to implement healthy choices while learning the characteristics of teamwork through sport activities and therefore work collectively towards health-related achievements.</li> </ul>
<b>Sporting Competences targeted throughout the session<sup>1</sup></b>	<ul style="list-style-type: none"> <li>• <b>Motor competences:</b> coordination, agility, speed, strength, endurance</li> <li>• <b>Technical competences:</b> Passing &amp; catching (technical passes sport specific), being aware of the surroundings, fast movements</li> <li>• <b>Tactical competences:</b> making clever choices; comprehend the behavior of team members &amp; communicate effectively; develop strategies collectively, encouraging teamwork.</li> </ul>

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

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## Theoretical background information<sup>1</sup>

**Virus Transmission** describes the way in which germs find their way into the human body, causing a variety of symptoms of illness. It is important to understand how a viral transmission occurs in order to reduce or prevent it entirely. Since 2019, the world's population is battling the SARS-Cov-2 virus pandemic which causes the Coronavirus disease (COVID-19). The viral transmission can occur through larger respiratory droplets and smaller aerosols, travelling through the air when coughing, sneezing or talking.

**Hygiene** measures can help prevent the spread of viruses such as the SARS-Cov-2 virus. In the light of the current situation, one should always cover the mouth with a mask and keep a minimum distance of 1,5m to other people in public. Additionally, washing hands with soap frequently and disinfecting surfaces regularly can help reduce the overall spread of the virus. Good practices such as sneezing and coughing into your elbow will minimise infectious droplets being released into the air.

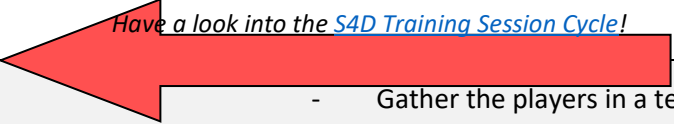
## Practical Session



**Welcome and Introduction (5 min)**

- Welcome the participants and create a pleasant setting and atmosphere
- **Have a look back to your last training session:** What happened after the last training session?  
objectives can use the *Template “Planning and*
- **Have a look ahead to the upcoming training session:** What will happen in this session?  
*plan your own training session, you*
- Gather the players in a team circle.
- Sensitisation for the topic

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



See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To

- o Introduction of learning [Reviewing Sheet for S4D Training](#)

## Warm up

*All S4D Activities provide detailed*

<sup>1</sup> Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport for Health](#); [WHO: Coronavirus Disease \(COVID-19\)](#); [Manual "Water, Sanitation, Hygiene Champion", Uganda](#)

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<b>Duration</b>	15 min
<b>Setting</b>	Players move around in a marked field.
<b>Material, Equipment</b>	N/A
<b>Activity &amp; Description</b>	<p><a href="#">S4D Activity SDG 3 “The Virus Chain”</a></p> <ul style="list-style-type: none"> <li>Set up a football field and mark of a large area.</li> <li>All players move about within the marked area.</li> <li>One player starts the game by touching or catching (infecting) one of the other players.</li> <li>Once the other player is caught, he/she will now form part of a ‘virus-chain’ with the catcher.</li> <li>By holding hands, the ‘virus-chain’, consisting of two catchers will now try and ‘infect’ (catch) more players.</li> <li>Once the chain has increased to four ‘catchers’, it will split into two new chains with two catchers per chain. Now the virus spreads around faster.</li> <li>The winner of the game is the last player not part of a chain – the only player to remain healthy!</li> </ul>
<b>Life Competences</b>	<b>Critical Thinking</b>
<b>Variations</b>	<ul style="list-style-type: none"> <li>The ‘virus chain’ can remain as one throughout the game, increasing in size with each player being caught. This will increase the challenge of coordinating and communicating amongst the team members. Additionally, this will demand a leadership role.</li> </ul>

*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*

## Main Phase

<b>Duration</b>	20 min
<b>Setting</b>	All S4D Activities are flexible in terms of <b>Setting</b> Marked Square Field use. For example, a warm up activity
<b>Material, Equipment</b>	Balls, Bibs, Cones could become the main part
<b>Activity &amp; Description</b>	<p><a href="#">S4D Activity SDG 3 “Pick the Fruits”</a> Additionally, one can freely choose and</p> <ul style="list-style-type: none"> <li>Mark off a square field and divide the group into four teams.</li> <li>Each team is assigned to a corner of the field – their “house”.</li> </ul> <p>change the Life competence the activity • should target.</p>

*should target.*

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- Put eight balls (or other materials) into the middle of the field.
- On “go”, the first player of each team runs to the middle and picks up a ball, bringing it back to their team “house”.
- The next player follows until all balls are collected from the middle.
- Once all balls are gone from the middle, the players can start stealing balls from the other teams.

## Life Competences

## Self-Confidence and Trust

## Variations

- As soon as a team has collected a certain number of balls, they win.
- While running the players can dribble the ball with their foot or hand

<b>Duration</b>	20 min
<b>Setting</b>	Volleyball Court
<b>Material, Equipment</b>	One ball per player, Masking Tape, A4 paper
<b>Activity &amp; Description</b>	<p><a href="#">S4D Activity SDG 3 “Healthy Living”</a></p> <ul style="list-style-type: none"> <li>• Prior to the session the coach prepares a number of sheets with true/false statements relating to hygiene practices and healthy living in general. The Coach could identify players to assist him/her to prepare these statements a week before the session.</li> <li>• During the session, the team will be divided into ‘players’ and ‘helpers’. Line all players up in front of a hoop or place a target somewhere that must be hit. According to the number of statements prepared, the first people to throw the ball through the hoop or hit the target become ‘players’. The rest become ‘helpers’.</li> <li>• The ‘helpers’ tape the messages to the backs of the ‘players’.</li> <li>• One side of the Volleyball court is the ‘healthy town’ the other side is the ‘unhealthy town’.</li> <li>• The players do not talk to each other, they walk around the court doing forearm passes to themselves.</li> <li>• While the players read the messages on each other’s backs they start advising each other to go to the town they belong to – healthy or unhealthy town. They should not read the messages out loud.</li> </ul>

*These statements are specifically tailored to viral transmission and*

*hygiene. You can choose different statements regarding the topic you would like to address during the session.*

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## Life Competences Variations

- Washing hands regularly can lower the risk of viral transmission community’s hygiene.
- Some viruses are transmitted via droplets. • One must always clean their food before cooking.
- Fresh air can help reduce the risk of a viral infection. • Cleaning cutlery and dishes is not necessary.
- You should always sneeze into your elbow. • Brushing teeth is daily is a myth created by toothpaste manufacturers.
- It is unnecessary to wash your hands after using the toilet.
- You don’t have to wash your hands longer than 3 seconds • It is important to brush your teeth every day.

## Cool Down

<b>Duration</b>	15 min	<ul style="list-style-type: none"> <li>• Keeping your living area clean is not important.</li> <li>• It is not necessary to wash yourself every day.</li> <li>• Washing yourself reduces</li> </ul>
<b>Setting</b>	Players move around in a marked field.	
<b>Material, Equipment</b>	Ball, Bibs	
<b>Activity &amp; Description</b>	<p><b>S4D Activity SDG 3 “Moonball”</b></p> <ul style="list-style-type: none"> <li>• The players must pass the ball amongst their team members and try to keep the ball in the air.</li> <li>• When the ball touches the ground, the game ends.</li> <li>• No player can touch the ball more than once.</li> <li>• Every time a player touches the ball, their team gets one point.</li> </ul>	
<b>Life Competences</b>	<b>Cooperation (teamwork)</b>	
<b>Variations</b>	<ul style="list-style-type: none"> <li>• After a player has touched the ball, they have to sit down and can only stand back up again after the whole group has touched the ball once.</li> </ul>	

unhealthy town

## Examples of statements:

- Taking care of your own hygiene is taking care of your

the number of bacteria on your • should go out and meet people.

## Responsibility

- This game can be adapted to any other ball game, e.g. football, basketball, netball etc.

Physical activity can help boost your immune system. body.

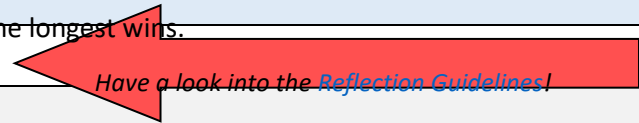
When you feel sick you

- The coach could be the one taping the messages on the players backs while the helpers are the ones that need to assign the players to the appropriate side of the court.
- Helpers ensure no cheating while reinforcing technical skills such as “spread fingers” etc.
- ~~Once all players have found their place the coach stops the activity and asks players to take the messages off their backs~~
- Let the players and helpers discuss whether they think the messages are on the appropriate side of the court – healthy or about their experiences during the different S4D Activities **STEP 2: Connect** Make a connection to daily life situations

**STEP 3: Apply** Ask them about specific Action

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

- The ball is to be transported from a starting point to an end point through the field. If the ball touches the ground in between the two points, the game will begin again from the starting point.
- Two teams play against each other. The team that keeps the ball in the air the longest wins.



**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 virus transmission and the importance of hygiene practices.

- Which activity of the session did you like/not like? Why? *All questions are examples; - Who did you feel responsible for during the activities? Why? *feel free to ask other* - How did you reach your team goals? What was your strategy? *questions if you want to!**
- How did you communicate with your teammates? How important was that during the activities?
- What statement stood out for you the most during the “Healthy Living” activity? Please explain why.

**STEP 1: Reflect** Ask the participants

- What kind of viruses do you know?

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- How can these viruses be transmitted?
  - Who is responsible for keeping the community healthy?
  - What hygiene rules do you know?
  - What could happen if someone does not follow hygiene rules?
  - How can you possibly stop the transmission of a virus? How does that protect yourself and others?
  - What should you do if you are not feeling well? Who can you approach for help?
  - Can you demonstrate how to properly wash your hands?
- What hygiene rules can you follow at home? (e.g. wash hands & yourself, clean fruit and vegetables, wash the dishes) What do you think is important in school to protect yourself and others from viral diseases?
- Create a poster that includes hygiene rules that you and your peers can follow. Be creative in your design.
- Think of these different facilities:
- Bathroom      *Activities, there you*      ○ Playground      *will find more*      ○ Classroom
- Have a look into the different S4D*

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