

# S4D Training Session SDG 8: “Working in Teams”

This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to employability \(SDG 8\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those employability-related competences.

<b>Target Group</b>	13+ years, mixed gender groups
<b>Sport</b>	Ball Games
<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>Goal Orientation:</b> Children and youth are able to consider the steps necessary to succeed/reach a certain goal in their job and professional life, while directing their focus on normative tasks and the results of them.</li> <li>• <b>Communication:</b> Children and youth know about the appropriate behaviour and reactions in terms of communication. They are able to formulate, create and vocalise questions to their peers and job supervisors, while listening to their teammates, colleagues and job supervisors, and interpreting their body language.</li> <li>• <b>Cooperation:</b> Children and youth recognise how to include all members of a group and utilise everyone’s individual strengths in order to reach their individual or common goal.</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</li> <li>• <b>Technical competences:</b> accurate passing &amp; catching (technical passes sport specific), standing up of the ground without losing balance, move carefully in a small space</li> <li>• <b>Tactical competences:</b> plan tactical moves collectively, assessing the environment and make clever choices, communicate effectively with teammates to develop strategies</li> </ul>

## Theoretical background information<sup>2</sup>

**Competence/Skill development** is an important part of improving the overall **employability** of the population worldwide, especially the youth. Hereby, workers will be better equipped for the demanding and ever-changing labour market, ensuring entry into decent jobs while tackling low productivity and poverty. Life competences, as they are addressed throughout this training session, build an essential part of these skills, which can contribute to the growth and improved sustainability of the economy.

**The youth unemployment rate** has been growing throughout the years. Almost half of the global youth workforce is either unemployed or while being employed, lives in poverty. Youth unemployment reinforces the trend of the inter-generational cycle of poverty and is associated with high levels of crime, substance abuse and political extremism. The reality of the labour market often does not match the ability of the youth, including their aspirations, amount of employment experience and their developed


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

<sup>2</sup> Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport for Employability](#); [ILO Youth Employment](#); [World Bank Skill Development](#)

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skill set. It is therefore highly important to improve their employability through developing life competences/skills that can prepare them for the growing demands of the labour market.

## Practical Session



**Welcome and Introduction (5 min)**

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

- Gather the players in a team circle. [S4D Training Session Cycle](#) to find more information about how to structure an S4D training session. To
- 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? *plan your own training session, you can use the [Template “Planning and Sensitisation for the topic](#)*
- **Have a look ahead to the upcoming training session:** What will happen in this session? *Introduction of learning objectives*

See [Structure of an S4D Training](#) and [Reviewing Sheet for S4D Training](#)

## Warm up

<b>Duration</b>	15 min
<b>Setting</b>	Marked off area on a field
<b>Material, Equipment</b>	Balls, 8 Cones, 7 things in each colour blue, red, yellow and green, 1 hoop in each colour <i>and/or at the end of your training</i>
<b>Activity &amp; Description</b>	<p><a href="#">S4D Activity SDG 8 “Supermarket”</a></p> <ul style="list-style-type: none"> <li>• In the middle of the area mark a circle with eight cones – it represents the wholesale of the Supermarket.</li> <li>• Within the “the wholesale supermarket” there are 7 blue, 7 red, 7 green and 7 yellow things.</li> <li>• The team is divided into 4 groups, each representing one of the four colours.</li> <li>• In each corner of the field, about 10m distance from the “wholesale”, each team has their own supermarket, marked off by a hoop in their respective colour.</li> <li>• To begin with, the small team supermarkets are empty.</li> <li>• Each supermarket is specialised on a specific “fruit” (colour): blue = plums, red = cherries, green = apples, yellow = bananas.</li> <li>• The aim of the game is to fill the team supermarkets with their own goods (fruits) from the wholesale faster than their competitive teams.</li> <li>• Only one player from each group is allowed to fetch a good at the same time.</li> </ul>

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

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- While the players fetch the goods, they must dribble a ball on their feet.
- Players can only carry one fruit at a time.
- Players are allowed to carry their own fruits as well as foreign fruits.
- The player is allowed to get fruits in the wholesale as well as from the small team supermarkets.
- Players can only carry fruits to their own supermarkets.
- It is not allowed to hinder other players. **Life Competences**      **Goal orientation**

<b>Variations</b>	<ul style="list-style-type: none"> <li>• Dribbling is only allowed with the right/left foot.</li> <li>• One player serves as a “wheelbarrow” as another player “pushes” the wheelbarrow. The fruit is carried on the wheelbarrow (back of the player).</li> <li>• Other ways of locomotion, e.g., running backwards, jumping, crawling, etc.</li> </ul>
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## Main Phase

<b>Duration</b>	30 +/- min
<b>Setting</b>	Marked off area on a field <i>Additionally, one can freely choose</i> <b>Material, Equipment</b> Cones, Bibs, Ball (not too hard) <i>and change the Life competence the</i>
<b>Activity &amp; Description</b>	<b>S4D Activity SDG 8 “Dodgeball”</b> <i>activity should target.</i>
<b>Life Competences</b>	<b>Communication</b>
<b>Variations</b>	<ul style="list-style-type: none"> <li>• If a player in the infield stands close enough to the side-lines, the player on the outfield can tag him or her and is then allowed to go back on the infield.</li> <li>• Before the game starts all players can find a “buddy” within their team. If both are on the outfield and one buddy hits a player from the other team, both can re-enter the infield.</li> </ul>

*All S4D Activities are flexible in terms of use. For example, a warm up activity could become the main part.*

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## Cool Down

<b>Duration</b>	15 min
<b>Setting</b>	Marked off area on a field <i>stress. Other stories could involve the</i> <b>Material, Equipment</b> 2-6 carpets/matts, 1-6 cones <i>outer space or the rainforest.</i>
<b>Activity &amp; Description</b>	<p><b>S4D Activity SDG 8 “Voyage on the Caribbean Sea”</b></p> <ul style="list-style-type: none"> <li>Place mats/blankets close to a wall or starting line on the field.</li> <li>All players lie on their backside on the floor while the coach tells a story. Story: We are the happy winners of a cruise through the Caribbean Sea. We are lying on our deckchairs, enjoying the sun, when all of a sudden, the alarm siren sounds. The captain shouts: “We are sinking! We need the lifeboats!” Everybody quickly jumps onto the lifeboats (blankets). The water is however full of sharks. Therefore, nobody can put the hand or the foot into the water to paddle to the shore. The supplies of water and food are very tight. But you have to save your lives. So, find the solution!</li> <li>The players must save themselves and find solutions to reach the shore on the other side of the hall safely.</li> <li>The floor/field must not be touched!</li> <li>Solution: players work together and keep a couple of blankets free which they can carry forward in order to jump on the free blanket and therefore manage to move across the hall without touching the floor.</li> </ul>
<b>Life Competences</b>	<b>Cooperation</b>
<b>Variations</b>	<ul style="list-style-type: none"> <li>Some children can be sharks “swimming” around the mats (lifeboats).</li> <li>The game can be played outside by using blankets or flattened cardboard boxes</li> </ul>

*ATTENTION! If there are refugee children participating in this activity, the story line should be changed to avoid post-traumatic*

<b>Duration</b>	3 min
<b>Setting</b>	Any space where you can stand in a circle
<b>Material, Equipment</b>	n/a

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<b>Activity &amp; Description</b>	<p><b>Breathing wave</b></p> <ul style="list-style-type: none"> <li>• One person in the circle starts breathing in or out in a certain way (e.g. through the nose, the mouth, panting, relaxed).</li> <li>• The person to their right imitates the breathing, then the person to their right follows, and so on. A "breathing wave" runs throughout the circle until it arrives back at the person who started it.</li> <li>• Then, the next person in the circle starts another way of breathing, creating a new “breathing wave”.</li> <li>• The exercise ends when everyone in the circle has had a turn.</li> </ul>
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**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

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

**Reflection (10 min)**

 <p><b>STEP 1: Reflect</b> Ask the participants about their experiences during the</p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Ask whether the session was good and which part of the session was most interesting/ fun.</li> <li>- Give a short <b>recap of the session</b> and ask the participants what they have learned or what sticks to their minds after the session.             <ul style="list-style-type: none"> <li>o You can <b>ask more specifically</b> about what they have learned regarding their personal role in teams and the general importance of teamwork.</li> </ul> </li> </ul>
<p>different S4D Activities</p> <p><b>STEP 2: Connect</b> Make a connection to daily-life situations</p>	<ul style="list-style-type: none"> <li>- Which activity of the session did you like/not like? Why? <i>All questions are examples;</i></li> <li>- In which activities did you manage/not manage working as a team? What were the reasons for that? <i>feel free to ask other - questions if you want to!</i> Can you formulate crucial aspects for good teamwork? (e.g. common goal orientation, communication)</li> <li>- Have you had different roles in your team throughout the activities (more active/passive)? Which ones?</li> <li>- <del>Have you had the same role in your team throughout the training session or different ones (e.g. giving or fulfilling instructions)?</del></li> <li>- In which role do you feel most comfortable?</li> <li>- Which aspects of teamwork have you experienced during the activities that could play a role in your future work life? Please explain.</li> </ul>

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- In what situations at the workplace would communication be highly important?
  - How can communication impact the work atmosphere between colleagues? How can it impact achievements?
  - What kind of professional goals do you have? What attributes do you believe are necessary to achieve these professional goals? Which ones do you already possess?
  - How can strengths and weaknesses from yourself and others impact the team at work?
  - What position do you see yourself in at your future workplace (e.g., leading, executive, preferring working on your own)?
  - On which attributes do you still need to work on personally?
  - How can you work on these attributes and who can help you with that?
  - How could you create a more positive communication between you and your (future) colleagues? Are there specific strategies, words or gestures you can think of?
  - What strengths can you personally bring into a team?
  - In what way can you encourage others to exercise their own strengths within a team?
- Do some research on your preferred profession and answer the following questions:
1. What personal traits and competences/skills are necessary for this particular profession? Is “working in a team” part of it?
  2. What qualifications are needed to reach this profession?
  3. Which of these competences/skills and qualifications do you already possess?
  4. How can you acquire the competences/skills and qualifications that you are still missing?
- Have a look into the different S4D Activities, there you will find more examples!*

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