S4D Activity SDG 3: "Moonball"

3 GOOD HEALTH AND WELL-BEING
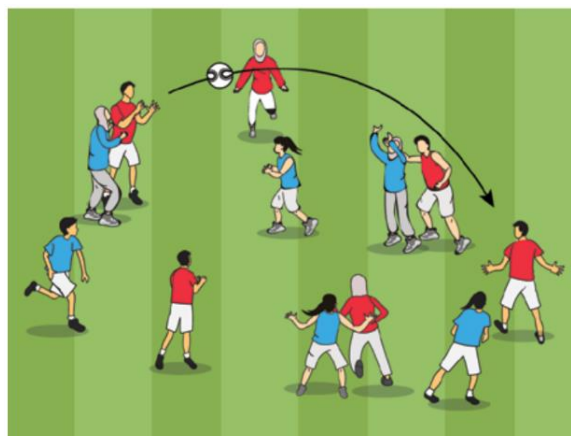
This S4D Activity example shows how sport can be used to strengthen the competence of cooperation in relation to Health. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of "Sport for Health" can be found HERE.

Category S4D Activity[1]	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball game	Warm-up	20 min.	All Ages	Open field	Ball, bibs

S4D COMPETENCES[2]	
LIFE COMPETENCES/SKILLS	**SPORTING COMPETENCES**
Social Competence: **Cooperation (teamwork)**	**Motor competences**: coordination, flexibility **Technical competences:** passing, catching **Tactical competences**: e.g. act in a planned and target-oriented manner, make clever choices
Learning Objectives Life Competences	**Learning Objectives Sporting Competences**
After the training session children/youth are able to: … learn to develop (common) goals and strategies to implement healthy choices and activities. … consider that physical and sporting activities are great ways to learn the characteristics of teamwork. … work with others towards health-related achievements.	*After the training session children/youth are able to:* … coordinate ball, their own and teammate's positions in a flexible way; … pass and catch the ball more precisely. … act in a planned and target-oriented manner, making clever choices using available means and possibilities offered by another individual of the team.

> *The chosen life competence is an example!*
> *With this Activity, you could also focus on "communication" for instance.*

Description
• The players must pass the ball amongst their team members and try to keep the ball in the air.   • When the ball touches the ground, the game ends.   • No player can touch the ball more than once.   • Every time a player touches the ball, their team gets one point.

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[1] Reference**:** Manual "Yalla Nela B - Guidebook for active and healthy communities" Jordan , p. 58

[2] S4D Competences should be part of every S4D Activity and S4D Training Session. Please find HERE a collection of S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions related to *Health*. To get an idea how we define *S4D Competences*, *Life Competences/Skills*, *Sporting Competences* and *Learning Objectives*, please have a look in our Glossary.

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Variations
• 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.   • 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.

The Reflection in 4 Steps
Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. HERE you'll find a guideline including examples of ways/methods how a reflection can be done and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. The following are suggested questions to help guide the reflection part of the described S4D Activity:
Before starting the reflection, 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.
Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:[3]   • Did you like the activity or not? Have you enjoyed it?   • Was it difficult to keep the ball in the air? How did you feel when the ball fell to the ground?   • How did you interact with your teammates when passing the ball?   • Was it easy to follow the ball through the field?
Step 2: CONNECT - Make a connection to daily-life situations: • Can you think of parts of your life where cooperating with others is essential for achieving goals?   • How important do you think communication is when working within a team?   • Would you consider your peers/family/community as a kind of team?   • What impact can the actions of one individual have on the efforts of the whole circle of friends/family/community?   • Have you done something before in your circle of friends/family/community to promote healthy choices and a healthy lifestyle (e.g. motivating your siblings or parents to be active; organizing a community sport event)?
Step 3: APPLY Ask them about specific **Actions**:   • How can you communicate with your peers to make healthy life choices? How would you pass your knowledge ("the ball") on? How could you motivate others to be active?   • How can you increase the cooperation in your family/community in terms of hygienic practices? Would this help to create a healthier community/family atmosphere?
Step 4: ACTION - Agree with the participants on specific actions   To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks ("homework") to do before the next training session.   **Examples:**   1. Observe your environment: How do your friends/family members/people in your community 'cooperate' or support each other regarding a healthy lifestyle (e.g. motivate each other for physical activities, discussions about unhealthy behavior)?   2. Discuss with your peers what you could do as a team to improve the health situation in your community. For example, plan a community event with different physical and sporting activities to engage more people in physical activity or organize a charity run.

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[3] All questions listed are examples and can be replaced.