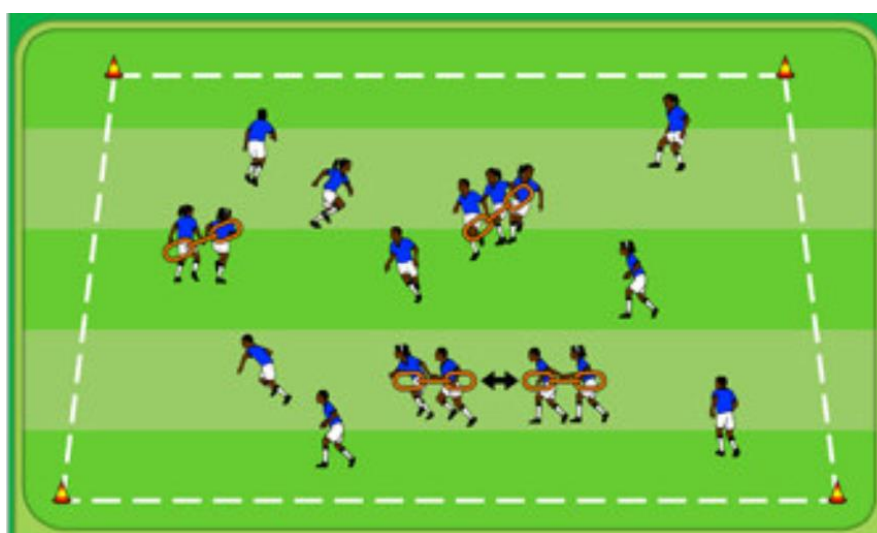


# S4D Activity SDG 3: “The Virus Chain”

This S4D Activity example shows how sport can be used to strengthen the competence of critical thinking 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 <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	15 min.	9-15 years	Open field	

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b> Self-competence: <b>Critical thinking</b>	<b>SPORTING COMPETENCES</b> <b>Motor competences:</b> Coordination, endurance <b>Technical competences:</b> running, quick movements <b>Tactical competences:</b> Plan tactical moves in a pair
<b>Learning Objectives Life Competences</b> After the training session children/youth are able to: ... identify a rationale for maintaining good attitudes towards health and sports. ... question norms, opinions and practices concerning health and well-being, including sexual and reproductive health. ... cope with the consequences of their actions in the area of health.	<b>Learning Objectives Sporting Competences</b> After the training session children/youth are able to: ... comprehend the communicative and cooperative behavior of individual team members. ... react accordingly to sudden tactical changes of team members. ... run and coordinate within a pair.



<sup>1</sup> Reference: [YDF Manual For HIV Prevention, South Africa](#) , p. 61

<sup>2</sup> 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](#).

# S4D Activity SDG 3: “The Virus Chain”

Description
<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>
Variations
<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>
The Reflection in 4 Steps
<p>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. <a href="#">HERE</a> 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:</p>
<p>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.</p>
<p><b>Step 1: REFLECT</b> - Ask the participants about their experiences during the S4D Activity:<sup>3</sup></p> <ul style="list-style-type: none"> <li>• How did you find the activity?</li> <li>• Was it easy to decide in which direction to run to when being in a ‘virus chain’?</li> <li>• Did you feel comfortable touching the other players?</li> </ul>
<p><b>Step 2: CONNECT</b> - Make a connection to daily-life situations:</p> <ul style="list-style-type: none"> <li>• How did it make you feel when the number of ‘virus chains’ increased? Did you become more cautious of being caught?</li> <li>• Why do you think it is important to remain healthy?</li> <li>• Have you ever felt cautious about your health before? If yes, what did you do in those circumstances?</li> </ul>
<p><b>Step 3: APPLY</b> Ask them about specific <b>Actions</b>:</p> <ul style="list-style-type: none"> <li>• What do you think you could do in order to prevent the development of ‘virus chains’?</li> <li>• What can you do as a team/community to prevent the spread of the virus?</li> <li>• What can you do to protect yourself?</li> </ul>
<p><b>Step 4: ACTION</b> - 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.</p>
<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Observe your social environment (family, friends): What do they do/don’t do to prevent virus chains?</li> <li>2. Write down practical examples that can help the overall community to remain healthy.</li> </ol>

<sup>3</sup> All questions listed are examples and can be replaced.