

S4D Training Session SDG 10: “Understanding diversity”



This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to social cohesion \(SDG 10\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those social cohesion-related competences.

Target Group	10+ years, mixed gender groups
Sport	Team activities & ball games
Duration of the session	60 min
Learning Objectives / Life Competences targeted throughout the session	<ul style="list-style-type: none">• Respect, Fair Play and Tolerance: children and youth act tolerant and respectful towards diversity in new or challenging situations and appreciate others regardless of age, sex, familial background, origin as well as physical and mental ability.• Cooperation: children and youth enjoy cooperating with others respectfully and inclusively, helping themselves as well as others to gain a sense of belonging.• Critical Thinking: children and youth can identify inclusive and exclusive behaviour. They are able to reflect on their own behaviour and how it can contribute to inclusion and social cohesion, helping them to build inclusive relationships.
Sporting Competences targeted throughout the session¹	<ul style="list-style-type: none">• Motor competences: Coordination, strength, flexibility, endurance, speed• Technical competences: Passing and catching, Running, Lifting• Tactical competences: Moving in between players precisely; strategic planning, involving everyone’s strengths and weaknesses; developing a memory of the process of the game

Theoretical background information²

Diversity means the similarities and differences between the people of our communities. These can vary from cultural, religious and ethnic differences all the way to physical and mental disabilities. Understanding diversity and its importance to society, is crucial to establishing a cohesive community.

Opening dialogue between participants is the first step in developing an awareness and an understanding of others. By having to interact with each other participants, children and youth are exposed the similarities and differences that form our society. Conversing with each other respectfully will foster an exchange of knowledge and experiences and in turn develop an appreciation of others and different environments. Children and youth will learn to act more inclusively, giving themselves and others a greater sense of belonging.

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 – Social Cohesion through Sport](#); [Canadian Centre for Diversity and Inclusion](#); [UN Lesson “Respect for Diversity”](#)

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Practical Session

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 plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training”](#)



- Welcome and Introduction (5 min)**
- Gather the players in a team circle.
 - 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?
 - **Have a look ahead to the upcoming training session:** What will happen in this session?
 - o Introduction of learning objectives
 - o Sensitisation for the topic

Warm up

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

Duration	15 min
Setting	Open field
Material, Equipment	4 balls, 10-15 bibs
Activity & Description	<p>S4D Activity SDG 10 “Intercepting the Ball”³</p> <ul style="list-style-type: none"> • Divide the group into four teams of five players. • Every team has a ball. • Before the teams start to play, they must agree among themselves on how many times they need to pass in order to win (between five to ten passes are recommended, even fewer for beginners). • The teams then try to reach the agreed number by passing to each other in the playing area. • At the same time, teams are allowed to intercept the passes from all other teams. • Once a player intercepts the ball of another team, he/she puts it down and moves on. • The team whose ball moves out of the playing area or is intercepted by another team must start counting again from zero. • The team that makes the agreed-upon amount of passes first wins.
Life Competences	Respect, Fair Play and Tolerance
Variations	<ul style="list-style-type: none"> • This game can be played with any ball sport e.g. Handball, Football etc. • Change the type of pass used (e.g., only indirect passes, only passes made with the weaker hand, no double passes) • After every pass, the player has to perform an extra task before coming back into the game (touch a corner or a cone or do a burpee). • Adjust the playing area according to the skill level (a smaller area means less space and more advanced players).

³ The S4D Activity provides detailed information and exemplary reflection questions.

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Main Phase

Duration	30 min
Setting	Any sport field, preferably with two goal posts
Material, Equipment	2 goal posts, several ropes, bibs
Activity & Description	<p><u>S4D Activity SDG 10 “Fair Game”</u></p> <ul style="list-style-type: none"> • Set up a football field with one big goal and one small goal. • Divide the players into two equal teams. • Tell the players to play a “normal” football game and agree on rules they are all familiar with. • Let the teams choose a team captain. To decide which team starts on which side, ask the team captains to play rock, paper, scissors against each other. The winner can choose a side. • Before starting the game give both teams three minutes to discuss their tactic. • Set a time for the whole match. Tell the teams to swop sides after one half-time and give each team again three minutes to discuss their tactic. • The team with the most goals wins the game.
Life Competences	Critical Thinking
Variations	<ul style="list-style-type: none"> • This game can be played with any ball sport e.g. Handball, Football etc. • You can use lots of different variations to create inequalities between the teams, for example: One team can walk or only walk backwards, the other can run.

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 activity should target.

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Cool Down

Duration	30 min
Setting	Any sport field, preferably with two goal posts
Material, Equipment	2 goal posts, several ropes, bibs
Activity & Description	<p><u>S4D Activity SDG 10 “Spider Web”</u></p> <ul style="list-style-type: none"> • Use the ropes to set up a “Spider Web” between two posts. • The web can be set up between two goal posts, but two trees or other objects are just as good. • Make sure the holes are large enough for a person to fit through. • Make sure that there is at least one hole per person. If you don’t have enough ropes or space you can adapt the rules so two people are allowed to pass the same hole. • All participants must get from one side of the “Spider Web” to the other side without touching the net. • If a participant touches the net the spider wakes up and the team loses the game. • Each hole may only be used once. • Once the hole has been used, mark it with a bib to show that it is closed. • Point out before the game begins that the entire team is responsible for each other's safety, especially if a person is lifted by their teammates, they must make sure no one is hurt. • Tell the participants that the activity can only be won, if all team members are involved. • However, also be aware that participants may be sensitive to physical contact and not all may want to participate. If participants are not comfortable with physical contact, they can use the lower holes. • Before starting the game give the whole team five minutes to discuss a strategy.
Life Competences	Cooperation
Variations	<ul style="list-style-type: none"> • Depending on the group you can create some holes which are lower and larger and easier to get through or smaller and higher and harder to get through. • Four younger participants make the rule that the web can’t be touched for more than two seconds. • To give the team a chance to improve their strategy, you can time how long it takes them the first time and how many mistakes (net touches) they have. After the first round, give them another five minutes to discuss what was good and what could be changed, and then start the timer again for the second round to see if they can improve their result.

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

All questions are examples; feel free to ask other questions if you want to!

	<p>Reflection (10 min)</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> o You can ask more specifically about what they have learned about diversity and how to have an open and respectful dialogue.
<p>STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities</p>	<ul style="list-style-type: none"> - Which activity of the session did you like/not like? Why? - What did you observe within the group dynamic? Was everyone included? - How was everyone included? Did everyone have the same or different roles? Why? - How did you handle disadvantages/advantages during the activities? - How did you handle diverse settings (e.g. different goals) or constitutions (e.g. weight, height of persons) during the activities? - Was the diversity of your group during the activities helpful or not?
<p>STEP 2: Connect Make a connection to daily-life situations</p>	<ul style="list-style-type: none"> - How are you different to other persons in your environment? - What does diversity mean? What types of diversity exist? - What types of diversity can you spot within your own community? What do you think about that? - Why is diversity important? How does it benefit the community? - What do you think is important in order to understand diversity/ e.g. differences and similarities between people or environments?
<p>STEP 3: Apply Ask them about specific Actions</p>	<ul style="list-style-type: none"> - How can you inform yourself about the differences and similarities between the people of your community? - How can you make others feel accepted and included despite your differences and similarities? - How can you create environments that appreciate diversity? - How can you teach others about the importance of diversity?
<p>STEP 4: Action Agree with the participants on a specific action/task to fulfil until the next training session</p>	<p>Find out about your own group of friends.</p> <ul style="list-style-type: none"> - What are your similarities or differences? - How do these similarities/differences benefit your group? <p>Brainstorm together with your friends and create a mind map.</p>

Have a look into the different S4D Activities, there you will find more examples!