

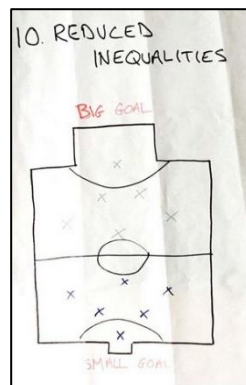


S4D Activity SDG 10: “Fair Game”

This S4D Activity example shows how sport can be used to strengthen problem solving in the context of social cohesion. More teaching and learning materials (manuals, training session etc.) related to the topic of “Sport and Social Cohesion” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball Game	Main Part	20-25 min.	All Ages	Any sport field, e.g. football field	1 ball, 10-15 bibs, cones

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Critical Thinking	Motor competences: Coordination Technical competences: Passing, dribbling, shooting Tactical competences: Create free space to shoot, strong defense
Learning Objectives Life Competences	Learning Objectives Sporting Competences
After the training session children/youth are able to: ... identify inclusive and exclusive behaviours in their environment. ... critically reflect their own role, as role models, and how their own behaviour can contribute to inclusion and social cohesion. ... take necessary actions to build inclusive relationships.	After the training session children/youth are able to: ... move into free space and be ready to play. ... communicate with their team to build a strong defense (team with big goal). ... make hints to create space to shoot a goal. ... identify gaps to be able to shoot a goal (especially small goal).



Description
<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 with team starts on which side asked 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.

¹ Reference: [Global Goals Impact Games](#)

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 *Social Cohesion*. 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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- Set a time for the whole match. Tell the teams to swop side after one half-time and give each team again three minutes to discuss their tactic.
- The team with the most goals wins the game.

Variations

- 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.

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

- How did you find the activity?
- How did you feel when you were at a disadvantage/advantage against the other team?

Step 2: CONNECT - Make a connection to daily-life situations:

- Have you ever been in a situation where you felt disadvantaged? If yes, how did you feel? Have you felt excluded from something because of your disadvantage?
- On the other side, have you ever been in a situation where you felt advantaged? If yes, how did you feel? Were people without your advantage or privilege also welcome?
- Do you see similarities between this game and your community? Are there advantaged and disadvantaged people in your community as well?

Step 3: APPLY Ask them about specific Actions:

- How could you act as a role model to build a more inclusive community?
- How would your peer group look like if you would include everyone regardless their religion, gender, abilities and origin?
- What can you do to include disadvantaged people in your peer group and community?

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. Identify 5 examples of *inclusive* behaviours and 5 examples of *exclusive* behaviours in your community.
2. Discuss with your peer group how you can be role models in your environment to promote inclusive behaviours. Write down 3 specific actions you could take.

³ All questions listed are examples and can be replaced.