

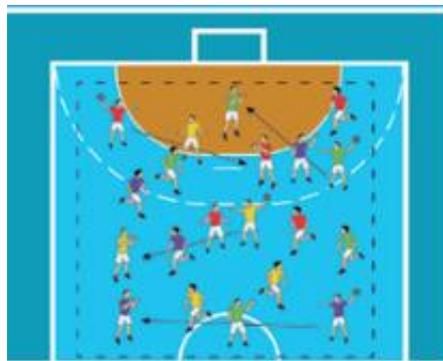


S4D Activity SDG 10: “Intercepting the Ball with several Teams”

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	Warm-up	15 min.	All Ages	Open field	4 balls, 10-15 bibs

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Problem Solving	Motor competences: coordination Technical competences: Passing, catching Tactical competences: Move into free space
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... analyse and correct errors, while retaining control of their own feelings and actions. ... define a problem, analyse it and develop strategies to resolve it in a respectful manner. ... are able to apply culturally appropriate, inclusive and respectful problem solving strategies.	<i>After the training session children/youth are able to:</i> ... help their fellow players through actions by showing willingness to receive a pass. ... move into free space and be ready to play. ... pass over a short distance to avoid interceptions. ... have an overview to identify players from their own team and players from the other teams.



Description
<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.

¹ Reference: [Manual Handball builds Generations](#) p. 102

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](#).



S4D Activity SDG 10:

“Intercepting the Ball with several Teams”

- 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.

Variations

- 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).

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 was it for you to focus on reaching the agreed number of passes and at the same time trying to intercept the other teams?

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

- How could the game be similar to the community you are living in?
- Are there also subgroups in your community? If yes, are they interacting in an inclusive way with each other or are they trying to disturb each other like the teams in the game?
- What have you learnt so far from interacting with people in your community? How can cultural differences of subgroups be positive for your community?

Step 3: APPLY Ask them about specific **Actions**:

- What can you do to build relationships and understanding across subgroups your community?
- What can you do to apply the fundamental principles of tolerance, solidarity, cooperation and mutual respect you have learned in sports in your daily life and your 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. Perform a “Random Act of Kindness” to a person from your community. It can be anyone, a person you know or someone you don’t know. Do something for your chosen person without expecting something in return.
 - a. How did the person react?
 - b. How did you feel? How did it feel to do something for someone without expecting something back?
 - c. Would you like to integrate small “Random Acts of Kindness” into your normal life?

³ All questions listed are examples and can be replaced.