

# S4D Activity SDG 10: “Run-Turn-Combine”



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 <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Running Game	Main Part	20-25 min.	11 +	Any sport field, e.g. football field	Chalk, pieces of paper, markers

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b>	<b>SPORTING COMPETENCES</b>
Self-competence: <b>Change of Perspective and Empathy</b>	<b>Motor competences:</b> Speed, endurance <b>Technical competences:</b> Run fast <b>Tactical competences:</b> Memorize which card has already been turned over
<b>Learning Objectives Life Competences</b>	<b>Learning Objectives Sporting Competences</b>
<i>After the training session children/youth are able to:</i> ... anticipate how exclusive behaviour might affect others. ... imagine themselves as part of different groups or in a different role. ... respect others, even if they are opponents and demonstrate empathy.	<i>After the training session children/youth are able to:</i> ... run as fast as they can. ... memorize while running and under pressure which card has already been turned over. ... keep an overview and communicate successful with their team.

Description
<ul style="list-style-type: none"> <li>• Divide participants in 4 or 5 equal groups (depending on the total number).</li> <li>• Each group will be represented by one animal. (Examples: Tortoise, lion, fox, elephant, snake, etc.)</li> <li>• You need 10 cards per animal for each member of the team (e.g. 10 dog cards, 10 fish cards, 10 swallow cards, 10 bear cards).</li> <li>• Each group of ten cards will have the same animal drawing on the back side and one of the letters of the word <b>S T E R E O T Y P E</b>.</li> <li>• Place the cards upside down on one side of the court and cones according to the number of teams on the other side.</li> <li>• When you give a signal the first person is allowed to run to the cards, select one and turn it around. If this card has the animal which represents his/her team, he/she picks it up and gets it to his/her team, giving a high five to the next person who is then allowed to run.</li> <li>• If the card doesn't show the animal of the team the participant has to put it back.</li> <li>• Once the team has found all 10 animals that match it, they work together to form the resulting word. At the end of the activity, the participants can read the cards loudly and together as a group the meaning of the word can be discussed.</li> </ul>
Variations
<ul style="list-style-type: none"> <li>• This game can be played with any ball sport e.g. Handball, Football etc.</li> <li>• You can use different variations for the teams to move, for example: They can only walk backwards, jump on one leg, dribble a ball etc.</li> </ul>

<sup>1</sup> Reference: [Edupact Sport Education Practical Activities](#)

<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 *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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## 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:<sup>3</sup>

- How did you find the activity?
- What do you think about the rules?

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

- Which animal represented your team? Did you like the animal which represented you? What stereotypes you can associate with your animal?
- Are there certain groups in your community that you associate specific stereotypes with?
- Have you ever been confronted with a stereotype? How did you feel?

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

- Why do you think stereotypes exist? Are they helpful or harmful?
- How can you avoid letting stereotypes negatively affect your opinion of a particular group? What could help you to approach people without being influenced by your stereotypes?

**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:**

- Try to observe yourself: Recognize situations in which you unconsciously judge people according to a stereotype. Become aware of the stereotype and try to suppress it and approach the person as you would any other person.

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