



S4D Activity SDG 10: “Spider Web”

This S4D Activity example shows how sport can be used to strengthen cooperation 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
Teamwork Activity	Main Part	30 min.	All Ages	Any sport field preferably with two goal posts	Two posts, several ropes, bibs

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Cooperation	Motor competences: Coordination, strength, flexibility Technical competences: Lift one another, body tension while being lifted Tactical competences: Strategic planning considering the abilities of each individual
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... learn about the positive effects of having a strong sense of belonging. ... enjoy being in a place where they can cooperate and feel secure. ... work together with others respectfully and inclusively, helping others also gain a sense of belonging.	<i>After the training session children/youth are able to:</i> ... know how to securely lift a team member together. ... tense their muscles while being carried. ... use their flexibility to be able to pass the net. ... control all body parts while passing the net.



Description
<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.

¹ Reference: [Practical booklet for sport for development volunteers, Balkan Region](#), p. 17

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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- 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.

Variations

- 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.

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?
- What went well?
- What could you improve as a team?
- Which key aspects were influencing for your success/failure?
- How would you rate your team results on a scalar from 1-10? (Participants can close their eyes and show their fingers to not get influenced by other team members)
- How did you feel about your team?

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

- Have you ever been in a situation where you had to complete a task as part of a team? How was that for you?
- Can you think of situations where it is important to consider the different competences/skills of a team?
- Have you ever been in a situation where you could not complete a group task? What was the problem? What could you have done differently?

Step 3: APPLY Ask them about specific Actions:

- What strategies could you use to make the most of all the competences/skills of everyone on the team?

³ All questions listed are examples and can be replaced.



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- What can you do to make everyone feel part of the team or your community?
- How can you avoid excluding people from your community, your school class or peer group?

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: From now until your next training,

- Write down 3 situations in your daily life which you didn’t handle on your own and where it was necessary to cooperate with others.
- Get together with 3-5 friends from your peer group.
 - Talk about each other’s strength and what you are good at: Does everyone have the same strength? Is one strength more important than the other?
 - Also talk about limitations you have or things that are difficult for you: Is it a problem to not be good at everything? Are there strengths that can help you to compensate your limitations? Can other help you? Can you help each other?
 - Critically reflect: In which situations your strengths could be combined and your weaknesses could be compensated when cooperating?