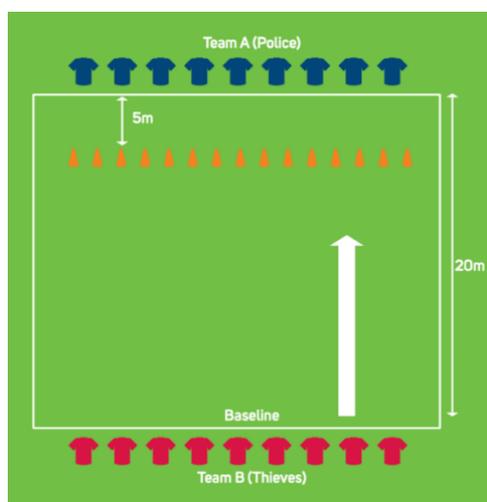


# S4D Activity SDG 16: “Gondi Sinya”

This S4D Activity example shows how sport can be used to strengthen the competence of change of perspective and empathy in relation to violence prevention. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of “Sport for Violence Prevention” can be found [HERE](#).

Category S4D Activity <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	15 min.	9-15 years	Football court	10-15 Cones, 10-15 Footballs, 15-20 Bibs

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b> Self-competence: <b>Change of Perspective and Empathy</b>	<b>SPORTING COMPETENCES</b> <b>Motor competences:</b> agility <b>Technical competences:</b> coordination <b>Tactical competences:</b> Plan tactical moves to outmaneuver the opponent
<b>Learning Objectives Life Competences</b>	<b>Learning Objectives Sporting Competences</b>
After the training session children/youth are able to: ... anticipate how violent behavior might affect others. ... put themselves in different roles, those of victims and perpetrators. ... respect others, even if they are opponents.	After the training session children/youth are able to: ... comprehend the communicative and cooperative behavior of individual team members. ... act in a planned and target-oriented manner within the team. ... react quickly to tactical changes of team members or the opponents.



<sup>1</sup> Reference: [Manual S4DA For Violence Prevention Through Football, Kenya](#) , p. 52

<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 *Violence Prevention*. 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 16: “Gondi Sinya”

Description
<ul style="list-style-type: none"> <li>• Divide participants into two teams, each team receiving a different colored bib.</li> <li>• Each team stands at the baseline</li> <li>• Team A (police) is in possession of the cones that are placed in front of them.</li> <li>• When the game begins, team B (thieves) runs across the field and tries to steal the cones from team A.</li> <li>• A player from team A tries to chase the thief and win back the cone before the ‘thief’ reaches their teams touchline.</li> <li>• If the ‘thief’ is caught, the cone is returned and the ‘thief’ is out, reducing the number of ‘thieves’</li> <li>• If the ‘thief’ is not caught, the ‘police’ member is out.</li> <li>• In the second half, the players change the roles.</li> </ul>

Variations
<ul style="list-style-type: none"> <li>• The cones can be replaced with footballs and the players need to dribble the ball to the touchline. This will increase the difficulty and requires higher technical abilities and agility.</li> <li>• Once a ‘thief’ is caught they could turn into a ‘police’ team member, increasing the understanding of being able to change from ‘thief’ to ‘police’</li> </ul>

The Reflection in 4 Steps
<p>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. <a href="#">HERE</a> 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:</p>
<p>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.</p>
<p><b>Step 1: REFLECT</b> - Ask the participants about their experiences during the S4D Activity:<sup>3</sup></p> <ul style="list-style-type: none"> <li>• Did you like the activity or not? Have you enjoyed it?</li> <li>• How did you feel after switching the roles? Did you enjoy one role more than the other?</li> </ul>
<p><b>Step 2: CONNECT</b> - Make a connection to daily-life situations:</p> <ul style="list-style-type: none"> <li>• Have you ever seen or experienced a similar situation in life?</li> <li>• Do you think a person could switch from one role into the other? Does their previous role define whether they are good or bad?</li> </ul>
<p><b>Step 3: APPLY</b> Ask them about specific <b>Actions</b>:</p> <ul style="list-style-type: none"> <li>• Why do you think people steal in the first place? How could you help to prevent these actions?</li> <li>• What do you think is necessary in order to help people change their behavior?</li> <li>• How would you deal with people that are being caught? What should the consequences be? Can you think of any solutions that could reduce this behavior in the community?</li> </ul>
<p><b>Step 4: ACTION</b> - Agree with the participants on specific actions</p> <p>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.</p>
<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Collect 3 to 5 ideas of what you would say to someone to prevent them from stealing.</li> <li>2. Share your ideas with your friends and family – what do they think should be done in this situation?</li> </ol>

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