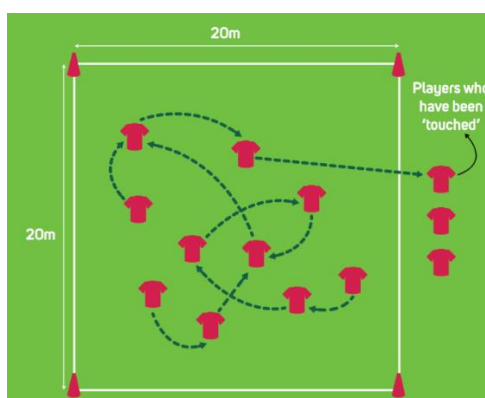


S4D Activity SDG 16: “Catch As You Can”

This S4D Activity [example](#) shows how sport can be used to strengthen the competence of respect, fair play and tolerance 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 ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	15 min.	9-15 years	Marked section on Football court	Cones Bibs Balls

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Social Competence: Respect, Fair Play & Tolerance	Motor competences: agility, speed Technical competences: coordination, being aware of the environment Tactical competences: reacting quickly and changing tactic according to movements of other players
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... describe ways to stay tolerant and respect diverse people in difficult surroundings. ... appreciate others regardless of age, sex, family backgrounds and origin. ... act politely in violent situations, or situations that run the risk of becoming violent, and act with regard.	<i>After the training session children/youth are able to:</i> ... understand quickly the progress within the game and react accordingly. ... confidently make tactical choices individually. ... increase their awareness of their surroundings. ... accept the outcome of a situation and promote fair play. ... communicate with teammates respectfully



Description
<ul style="list-style-type: none"> • Mark off a section on a football court. • Participants disperse evenly on the field. • Upon a command given by the coach, each player starts to try and touch as many co-players as possible.

¹ Reference: [Manual S4DA For Violence Prevention Through Football, Kenya](#) , p. 44

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 *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: “Catch As You Can”



- Once a player has been touched, they must leave the game, step outside out the marked area and crouch.
- The game is over once no players are left.
- New rounds can begin.

Variations

- Each player can tuck a bib in to their trousers and tries to collect as many bibs as possible from other players.
- Players can dribble balls and try to kick out the ball of their co-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 it feel when you had to leave the game? Can you describe your emotions?
- In what way did you communicate with your teammates? How did this influence the game overall?

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

- How do you communicate with people in your environment? How can this impact the situation and possibly change the outcome of it?
- What does respect and tolerance mean to you and how does this affect your relationship to others?

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

- How can you positively influence a difficult situation so it does not become violent?
- Can you think of ways that could make your environment more tolerant and respectful towards others? What can your role be in this regard?
- What do you need for a respectful communication with others?

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:

- Observe your environment:
 - What kind of respectful/disrespectful or tolerant/intolerant behaviour can you observe?
 - What do you think, why are people disrespectful/intolerant in the situations observed?
 - How would you behave in the situations you observed?
- Discuss respect and tolerance with your family and friends
 - Write down key words that come up in your conversations
 - Do you all have the same ideas? What do you think is lacking?
 - Can you think of one aspect that you personally can change to be more respectful and tolerant in your daily life?

³ All questions listed are examples and can be replaced.