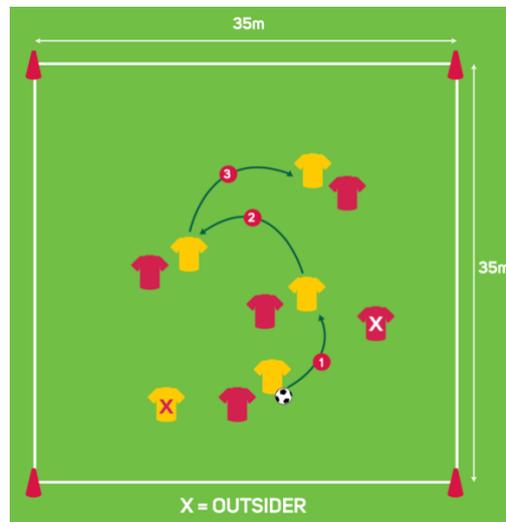


S4D Activity SDG 16: “Outsider Game”

This S4D Activity [example](#) shows how sport can be used to strengthen the competence of self-confidence and trust 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
Ball game	Main Part	30 mins	9-15 years	Football court	4 cones, 2-4 Footballs, 10-15 Bibs

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS Self-competence: Self-Confidence and Trust	SPORTING COMPETENCES Motor competences: agility, speed Technical competences: accurate passing, catching, coordination Tactical competences: Strategically decide where to pass the ball
Learning Objectives Life Competences <i>After the training session children/youth are able to:</i> ... know about “negative” actors in their communities and to communicate their feelings about them to individuals they identify as trustworthy. ... consider violent incidents that they suffer(ed) from and/or that they perform(ed). ... believe in their own power, abilities, qualities, and judgement, not based on violent actions.	Learning Objectives Sporting Competences <i>After the training session children/youth are able to:</i> ... develop communication and cooperation amongst the team members. ... collectively decide on passing strategies. ... increase “game intelligence”, knowing what actions will lead to success.



¹ Reference: [YDF Manual For Violence Prevention, South Africa](#) , p. 60.

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: “Outsider Game”



Description

- Create two teams that play against each other, both wearing a different colored bib.
- The coach selects one player of each team to be the ‘outsider’.
- The player who is the ‘outsider’ is not aware of this while the coach instructs the rest of the team not to pass the ball to the ‘outsider’.
- During the game, the team players pass the ball to their teammates but not to the ‘outsider’.
- After the game the ‘outsider’ describes to the rest of the team how they felt being the ‘outsider’.

Variations

- A team scores when the other team accidentally passes to their ‘outsider’ – the other team tries to mark the ‘outsider’ to prevent the other team from scoring.

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

- Did you like the activity or not? Have you enjoyed it?
- How did it feel to deliberately leave out one teammate?
- How did you feel being the ‘outsider’? Can you describe your emotions?

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

- Have you ever been an ‘outsider’ before in your life? What did you do in that situation?
- Have you ever participated in making someone an ‘outsider’? What was the reason this person was made an ‘outsider’?
- What did this person do when they became the ‘outsider’? Do you think being an ‘outsider’ can lead to violent reactions?

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

- What can you do to prevent someone from becoming an ‘outsider’?
- How can you help someone who is an ‘outsider’? How would you include them?
- How would you encourage people to change their minds towards the ‘outsider’?

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. Write down 3 situations that would make you feel included.
2. Think of one aspect you could change in your own environment to become more inclusive.

³ All questions listed are examples and can be replaced.