

S4D Activity SDG 3: “Pick the fruits”

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

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	15 min.	All Ages	Marked square field	Balls, cones, bibs

S4D COMPETENCES ²	
<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence: Motivation</p>	<p>SPORTING COMPETENCES</p> <p>Motor competences: agility, speed</p> <p>Technical competences: running, quick movements, be aware of surroundings</p> <p>Tactical competences: plan tactical moves in a team, make quick decisions</p>
<p>Learning Objectives Life Competences</p> <p><i>After the training session children/youth are able to:</i></p> <ul style="list-style-type: none"> ... learn about the different kinds of attitudes towards being physically active. ... realize that team activities can support them to be active. ... deal with their emotions and desired experiences in sport and everyday life. 	<p>Learning Objectives Sporting Competences</p> <p><i>After the training session children/youth are able to:</i></p> <ul style="list-style-type: none"> ... speed up (individual pace) and be aware of the surroundings at the same time. ... develop an understanding for team cohesion and how actions of all members combined can lead to success.



Description
<ul style="list-style-type: none"> • Mark off a square field and divide the group into four teams. • Each team is assigned to a corner of the field – their “house”. • Put eight balls (or other materials) into the middle of the field. • On “go”, the first player of each team runs to the middle and picks up a ball, bringing it back to their team “house”. • The next player follows until all balls are collected from the middle. • Once all balls are gone from the middle, the players can start stealing balls from the other teams.

¹ Reference: [Manual "Yalla Nela B - Guidebook for active and healthy communities" Jordan](#) , p. 38

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 *Health*. 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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Variations

- As soon as a team has collected a certain number of balls, they win.
- While running the players can dribble the ball with their foot or hand.

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?
- Was it easy to steal the balls from the other teams? How did you communicate your strategies?
- Did it motivate you when you were able to support your team successfully?

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

- What is motivating you to participate in sports?
- Who is the person in your life, who was/is motivating you being physically active? What has he/she done to motivate you?
- Have you ever motivated others (e.g. friends, siblings or parents) to be more physical active? If yes, what have you done and did it work?

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

- If not (see question before), what could you do to motivate others (friends, family, and community members) to be more physically active and to lead a healthier lifestyle?
- What do you think is needed to create a more active community? Who should be responsible for this?

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. You are already a sportsperson – think about yourself as a motivator! Who in your social environment could need your support being more physically active?
 - Choose one person
 - Ask that person about his/her personal attitude being physically active
 - Tell him/her the reasons why you are motivated being physically active
 - Discuss what could be motivating options for him/her being more physically active (e.g. moving together → make a walk together, agree on a time for common activities)
2. Write down three changes you can implement at home to motivate your family to live a healthier lifestyle (e.g. family sport day once a week) and discuss the options with your family. Can you agree on something?

³ All questions listed are examples and can be replaced.