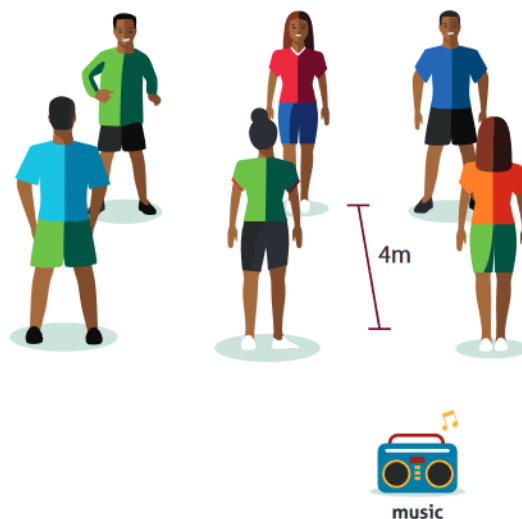


# S4D Activity SDG 4: “Physical activity in the classroom”

Sometimes there is no infrastructure for PE available or gyms or pitches are blocked. This S4D Activity [example](#) shows **how physical activity can be performed in the classroom** and how sport can be used to strengthen the competence of creativity. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of “Sport and Education” can be found [HERE](#).

Category S4D Activity <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
General movement activity	Main Part	20 min.	15+ years	Classroom	Music

S4D COMPETENCES <sup>2</sup>	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: <b>Creativity</b>	<b>Motor competences:</b> Coordination <b>Technical competences:</b> e.g. skipping, jumping, arm swinging; using different motor techniques in various ways <b>Tactical competences:</b> “game creativity”
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<p><i>After the training session children/youth are able to:</i></p> <ul style="list-style-type: none"> <li>... identify their competences and experiences in order to generate new ideas to fulfil tasks</li> <li>... work out innovative approaches and actions in their educational/learning environment.</li> <li>... find new ways of solving problems or fulfilling tasks in their educational/learning environment.</li> </ul>	<p><i>After the training session children/youth are able to:</i></p> <ul style="list-style-type: none"> <li>... coordinate different movements in a better way.</li> <li>...act creatively and choose various solutions.</li> <li>... comprehend the communicative and cooperative behaviour of individual team members.</li> </ul>



<sup>1</sup> Reference: [Manual "Physical Education 4 Life", Namibia](#) , p. 80

<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 *Education*. 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 4:

## “Physical activity in the classroom”

Description
<ul style="list-style-type: none"> <li>• The coach explains the whole sequence to the participants</li> <li>• Participants find a partner and stand opposite to each other</li> <li>• The coach teaches <u>different movement blocks</u>, e.g.               <ul style="list-style-type: none"> <li>- 1<sup>st</sup> movement block: Intro (2 x 8 beats) and practice three times.</li> <li>- 2<sup>nd</sup> movement block: steps and arm swings (4 x 8 beats) and practice at least three times</li> <li>- 3<sup>rd</sup> movement block: runs and skips (4 x 8 beats)</li> </ul> </li> <li>• Combine blocks 1,2 and 3 and practice without music</li> <li>• Practice the same sequence with music               <ul style="list-style-type: none"> <li>- 4<sup>th</sup> movement block: Bends (4 x 8 beats) and practice at least three times</li> </ul> </li> <li>• Combine all blocks 1 – 4 and practice with music at least three times.               <ul style="list-style-type: none"> <li>- 5<sup>th</sup> movement block: Jumps (4 x 8 beats) and practice at least three times.</li> </ul> </li> <li>• Combine all blocks 1 – 5 and practice with music at least three times.</li> <li>• Add block 4 one more time at the end of the 5 blocks and then practice again from the beginning.</li> <li>• Create groups of 2-4 and let them create their own “final”, meaning finding their own movement (4 x 8 beats)</li> </ul>
Variations
<ul style="list-style-type: none"> <li>• All movements can be changed, number of blocks can be minimized</li> <li>• Blocks 2-5 can be switched around</li> <li>• Create groups of 2 and let participants help each other practice the movements.</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.</p> <p>To reflect the S4D Activity described, you can take the following steps:</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>• How did you like the activity?</li> <li>• Was it easy/difficult to create your own block? Describe your experiences.</li> <li>• Did you ask others for help? If yes, how did you come up with the new movements together?</li> <li>• How do you feel about doing this activity in the classroom? How did you adapt the environment for this exercise?</li> </ul>
<p><b>Step 2: CONNECT</b> - Make a connection to daily-life situations:</p> <ul style="list-style-type: none"> <li>• What kind of creative activities have you done in a group before? Was it easier to be more creative in a group? If yes, why?</li> <li>• What resources can you find in school that would help you solve tasks? (e.g. books, articles, teachers)</li> <li>• For what other subjects or activities can you use the classroom? What changes would you have to make?</li> </ul>
<p><b>Step 3: APPLY</b> - Ask them about specific Actions:</p> <ul style="list-style-type: none"> <li>• In what other ways or subjects can you apply the resources in your school to solve tasks? Can one resource be used in multiple ways?</li> <li>• How can you approach your peers to find more creative solutions in the classroom together?</li> </ul>

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

# S4D Activity SDG 4:

## “Physical activity in the classroom”

- Do you have any further ideas which physical activities could be done in the classroom? How would you have to adapt the environment?

**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:**

- Create your own safe learning space at home. Can you think of creative solutions to separate your personal space (for example, with colourful curtains)? What other creative ideas can help you learn more effectively at home?
- Think about other physical activities or games, which could be performed or played in the classroom. Do you have more ideas?