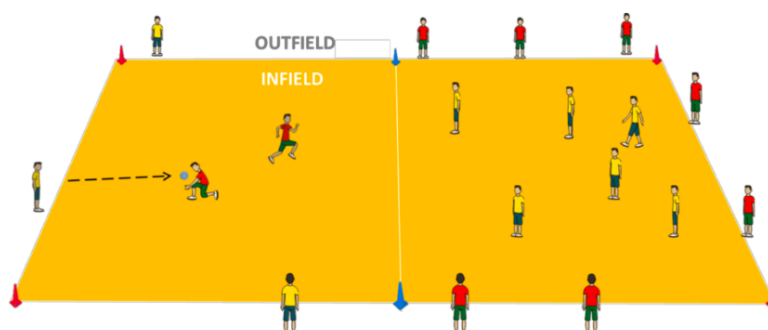


S4D Activity SDG 8: “Dodgeball”

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

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball game	Main part	+/- 30 mins	15+ years	Marked off area on field	Cones Bibs Ball (Not too hard)

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Methodological Competence, Strategic competence: Problem-solving	Motor competences: Coordination, agility, speed Technical competences: throwing, catching Tactical competences: assess environment and make clever choices
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... analyse and correct errors, while retaining control of their own feelings and actions. ... identify a problem and develop strategies to be able to reach a solution. ... apply different problem-solving frameworks to complex problems.	<i>After the training session children/youth are able to:</i> ... assess the game situation and react in a target-oriented manner. ... find strategic ways out of falling behind within the game. ... communicate effectively within the team to coordinate game tactics.



Description
<ul style="list-style-type: none"> • Divide participants into two teams. • All participants start in the infield, apart from one player of each team which is called ‘The King/The Queen’ and is placed on the outfield. • On the infield, all participants try to send everyone from the opposite team to the outfield by hitting them with the rubber ball. • If a player gets hit with the ball, then they must go to the outfield.

¹ Reference: [Manual "Learn to play - play to learn", Palestinian Territories](#) , p. 48

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 *Employability*. 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 8: “Dodgeball”

- If a player catches the ball before it hits the ground, the person who threw the ball must go to the outfield.
- If a player is out, they can come back to the infield by successfully taking out a player from the other team.
- When a team has only one player left in the infield, their king/queen is called in. The king/queen has three ‘lives’.

Variations

- If a player in the infield stands close enough to the sidelines, the player on the outfield can tag him or her and is then allowed to go back on the infield.
- Before the game starts all players can find a “buddy” on their team. If both are on the outfield and one buddy hits a player from the other team, both can reenter the infield.

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 feel when you went to the outfield? How motivated were you to get back to the infield?
- What was your strategy within the team? How did you communicate to get players back to the infield?
- What solutions did you find during the game?

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

- How important do you think it is to be able to deal with problems at the workplace?
- If you think about the profession you would like to do one day, what kind of problems do you think can occur?
- How equipped do you feel to overcome these problems?

Step 3: APPLY - Ask them about specific actions:

- How can you prepare yourself for such future problems at work?
- Where and who can you turn to when you need help in finding a solution?
- What are the necessary steps in finding a solution to a problem?

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:

- Do some research on the work you are interested in. Create a list of issues you think can occur on a regular work day and find possible solutions to them.

³ All questions listed are examples and can be replaced.