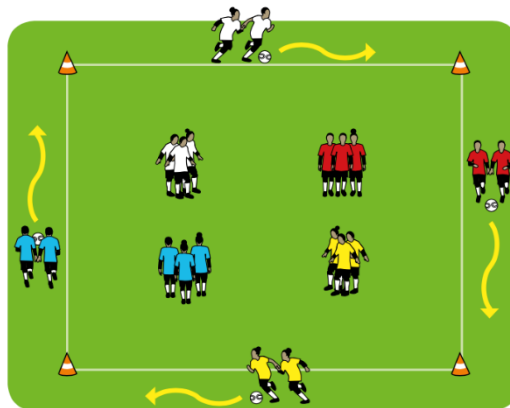


S4D Activity SDG 8: “Running and dribbling around the world”

This S4D Activity example shows how sport can be used to strengthen the competence of solidarity 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
Running Game	Main Part	20 min.	15+ years	Field 15m x 15m	4 cones, 4 balls

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS Self-competence: Solidarity	SPORTING COMPETENCES Motor competences: speed, endurance Technical competences: dribbling, running Tactical competences: choose an effective strategy
Learning Objectives Life Competences <i>After the training session children/youth are able to:</i> ... recognise situations when others need support. ... reflect about ways to help others. ... cooperate with others and maintain cooperation until the task is solved.	Learning Objectives Sporting Competences <i>After the training session children/youth are able to:</i> ... explain the structures and strategies of a game. ... find solutions that benefit all team members. ... work collectively in a team until the goal of the game is reached.



Description
<ul style="list-style-type: none"> • Mark a field of 15m x 15m. • Divide players into four teams. Every team starts at one corner of the field. • The teams run against each other around the field. • All teams have to complete 20 rounds in total. • 15 rounds they have to dribble a ball at their feet. • From these 15 rounds they have to dribble eight rounds with one player only, two rounds as a couple, two rounds with three players, two rounds with four players and one round with five players.

¹ Reference: [Manual "Kicking Youth Competences", Palestinian Territories](#), p. 30

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:

“Running and dribbling around the world”

- While dribbling with multiple players, they need to hold each other’s hands.
- The last five rounds the teams has to run without a ball.
- The team must develop a running/dribbling strategy to manage the 20 rounds. They are free in choosing what player will run at what times.
- The team will have a schedule to help them create a practical strategy.

Variations

- The game can be adapted to any other sport like athletics, handball, basketball etc.
- Game can also be played with less teams.
- The number of rounds can be changed.
- The Number of rounds dribbling ball as well as number of rounds with multiple players can be adjusted.
- While running in pairs only one player could be allowed to run with his/her eyes open and is responsible to guide the other player.

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 plan your strategy?
- How were the tasks coordinated throughout the team?
- When was it the most difficult to continue running? How did you overcome that problem?

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

- How important do you think is solidarity in other areas such as the workplace?
- Thinking about the profession you would like to do one day. In what situations do you think it would be necessary to support each other at the workplace?
- How would support/solidarity look like at the workplace?

Step 3: APPLY - Ask them about specific actions:

- How could you recognise that your colleagues need support?
- Who would you address at work whenever you need help?
- Solving tasks in groups can be difficult. What you do think is necessary to keep a cooperative atmosphere in a team?

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:

- Try to develop your own definition of the word solidarity.
 - How important is it within a team?
 - Why can it help in finding solutions at the workplace?
- Discuss with your family and friends what solidarity means to them. Do you have similar ideas?

³ All questions listed are examples and can be replaced.