

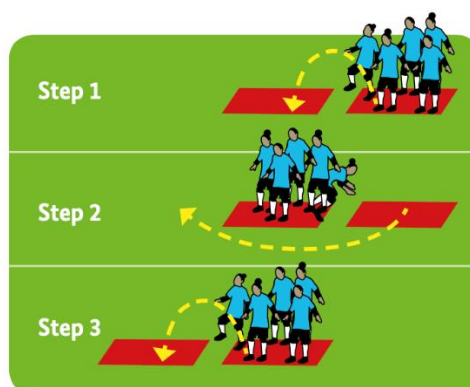
S4D Activity SDG 8:

“Voyage through the Caribbean Sea”

This S4D Activity [example](#) shows how sport can be used to strengthen the competence of cooperation 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
Coordination activity	Cool down	15 min.	15+ years	Hall	2-6 carpets/matts 1-6 cones

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Cooperation	Motor competences: Coordination Technical competences: standing up of the ground without losing balance (falling off the matt) Tactical competences: make clever choices collectively
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... recognise the steps necessary to include all members of a (working) group. ... reflect on individual strengths of group members and use them to reach a common aim or task. ... work together for the achievement of their individual and/or collective goals.	<i>After the training session children/youth are able to:</i> ... communicate with teammates and collectively decide on practical solutions. ... coordinate team members, considering each of their personal abilities ... find solutions in a changing game environment.



Description
<ul style="list-style-type: none"> Place mats/blankets close to a wall or starting line on the field. All players lie on their backside on the floor while the coach tells a story. <p>Story: We are the happy winners of a cruise through the Caribbean Sea. We are lying on our deckchairs, enjoying the sun, when all of a sudden, the alarm siren sounds. The captain shouts: “We are sinking! We need the lifeboats!” Everybody quickly jumps onto the lifeboats (blankets). The water is however full of</p>

¹ Reference: [Manual "Kicking Youth Competences", Palestinian Territories](#) , p. 27

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](#).

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sharks. Therefore, nobody can put the hand or the foot into the water to paddle to the shore. The supplies of water and food are very tight. But you have to save your lives. So, find the solution!

- The players must save themselves and find solutions to reach the shore on the other side of the hall safely.
- The floor/field must not be touched!
- Solution: players work together and keep a couple of blankets free which they can carry forward in order to jump on the free blanket and therefore manage to move across the hall without touching the floor.

Variations

- Some children can be sharks “swimming” around the mats (lifeboats).
- The game can be played outside by using blankets or flattened cardboard boxes.

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 the situation became “dangerous”? What emotions did you feel when you arrived at the shore?
- How did you solve the problem? What was necessary to arrive at the shore safely?
- How were the tasks distributed amongst the group?

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

- What changes do you see when working in a group compared to working individually?
- Why do you think it is important that a group is coordinated properly within a working environment?
- Can you describe a work environment in which cooperation is vital?

Step 3: APPLY - Ask them about specific actions:

- How can a working group be coordinated to find the best solutions to problems? For example, who would be in charge?
- What can facilitate cooperation amongst a working group?
- How can you personally contribute to finding solutions? Where do you feel most confident in? (e.g. taking charge of one specific task or coordinating the whole group)

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:

Ask around in your neighborhood restaurants and shops how they cooperate in their work teams? What can you discover? Can they give you any tips on what is important when it comes to cooperating in a team? Make notes and present them in the next session.

³ All questions listed are examples and can be replaced.