

S4D Training Session SDG 3: “Virus transmission & hygiene”



This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to virus transmission & hygiene \(SDG 3\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those health-related competences.

Target Group	9+ years, mixed gender groups
Sport	Ball Game → can be adapted to any other ball game, e.g. football, netball, volleyball, etc.
Duration of the session	60 min
Learning Objectives / Life Competences targeted throughout the session	<ul style="list-style-type: none">• Critical Thinking: Children and youth can maintain good attitudes towards health and question norms, opinions and practices concerning health and well-being, including viral transmission while coping with the consequences of their own actions in the area of health.• Self-Confidence and Trust: Children and youth learn how to trust their own abilities and instincts regarding their health and develop trust towards others such as their teammates and colleagues.• Responsibility: Children and youth understand they are responsible for their own health and well-being while supporting their inner circle (e.g. family and friends) to be disciplined and work consistently to remain healthy and prevent virus transmissions.• Cooperation: Children and youth are able to develop goals and strategies to implement healthy choices while learning the characteristics of teamwork through sport activities and therefore work collectively towards health-related achievements.
Sporting Competences targeted throughout the session¹	<ul style="list-style-type: none">• Motor competences: coordination, agility, speed, strength, endurance• Technical competences: Passing & catching (technical passes sport specific), being aware of the surroundings, fast movements• Tactical competences: making clever choices; comprehend the behavior of team members & communicate effectively; develop strategies collectively, encouraging teamwork.

Theoretical background information²

Virus Transmission describes the way in which germs find their way into the human body, causing a variety of symptoms of illness. It is important to understand how a viral transmission occurs in order to reduce or prevent it entirely. Since 2019, the worlds population is battling the SARS-Cov-2 virus pandemic which causes the Coronavirus disease (COVID-19). The viral transmission can occur through larger respiratory droplets and smaller aerosols, travelling through the air when coughing, sneezing or talking.

¹ Please have a look into the S4D Activities, there you will find formulated learning objectives for the sporting competences.

² Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport for Health](#); [WHO: Coronavirus Disease \(COVID-19\)](#); [Manual "Water, Sanitation, Hygiene Champion", Uganda](#)

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Hygiene measures can help prevent the spread of viruses such as the SARS-Cov-2 virus. In the light of the current situation, one should always cover the mouth with a mask and keep a minimum distance of 1,5m to other people in public. Additionally, washing hands with soap frequently and disinfecting surfaces regularly can help reduce the overall spread of the virus. Good practices such as sneezing and coughing into your elbow will minimise infectious droplets being released into the air.

Practical Session



Welcome and Introduction (5 min)

- Gather the players in a team circle.
- Welcome the participants and create a pleasant setting and atmosphere
- **Have a look back to your last training session:** What happened after the last training session?
- **Have a look ahead to the upcoming training session:** What will happen in this session?
 - Introduction of learning objectives
 - Sensitisation for the topic

Have a look into the [S4D Training Session Cycle!](#)

See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training”](#)

Warm up

Duration	15 min
Setting	Players move around in a marked field.
Material, Equipment	N/A
Activity & Description	<p>S4D Activity SDG 3 “The Virus Chain”</p> <ul style="list-style-type: none"> • Set up a football field and mark of a large area. • All players move about within the marked area. • One player starts the game by touching or catching (infecting) one of the other players. • Once the other player is caught, he/she will now form part of a ‘virus-chain’ with the catcher. • By holding hands, the ‘virus-chain’, consisting of two catchers will now try and ‘infect’ (catch) more players. • Once the chain has increased to four ‘catchers’, it will split into two new chains with two catchers per chain. Now the virus spreads around faster. • The winner of the game is the last player not part of a chain – the only player to remain healthy!
Life Competences	Critical Thinking
Variations	<ul style="list-style-type: none"> • The ‘virus chain’ can remain as one throughout the game, increasing in size with each player being caught. This will increase the challenge of coordinating and communicating amongst the team members. Additionally, this will demand a leadership role.

All S4D Activities provide detailed information and exemplary reflection questions. It’s up to you if you will have a reflection directly after the activity and/or at the end of your training

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Main Phase

Duration	20 min
Setting	Marked Square Field
Material, Equipment	Balls, Bibs, Cones
Activity & Description	<p><u>S4D Activity SDG 3 “Pick the Fruits”</u></p> <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.
Life Competences	Self-Confidence and Trust
Variations	<ul style="list-style-type: none"> • 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

All S4D Activities are flexible in terms of use. For example, a warm up activity could become the main part. Additionally, one can freely choose and change the Life competence the activity should target.

Duration	20 min
Setting	Volleyball Court
Material, Equipment	One ball per player, Masking Tape, A4 paper
Activity & Description	<p><u>S4D Activity SDG 3 “Healthy Living”</u></p> <ul style="list-style-type: none"> • Prior to the session the coach prepares a number of sheets with true/false statements relating to hygiene practices and healthy living in general. The Coach could identify players to assist him/her to prepare these statements a week before the session. • During the session, the team will be divided into ‘players’ and ‘helpers’. Line all players up in front of a hoop or place a target somewhere that must be hit. According to the number of statements prepared, the first people to throw the ball through the hoop or hit the target become ‘players’. The rest become ‘helpers’. • The ‘helpers’ tape the messages to the backs of the ‘players’. • One side of the Volleyball court is the ‘healthy town’ the other side is the ‘unhealthy town’. • The players do not talk to each other, they walk around the court doing forearm passes to themselves. • While the players read the messages on each other’s backs they start advising each other to go to the town they belong to – healthy or unhealthy town. They should not read the messages out loud.

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	<ul style="list-style-type: none"> • Helpers ensure no cheating while reinforcing technical skills such as “spread fingers” etc. • Once all players have found their place the coach stops the activity and asks players to take the messages off their backs • Let the players and helpers discuss whether they think the messages are on the appropriate side of the court – healthy or unhealthy town
<p><i>These statements are specifically tailored to viral transmission and hygiene. You can choose different statements regarding the topic you would like to address during the session.</i></p>	<p>Examples of statements:</p> <ul style="list-style-type: none"> • Washing hands regularly can lower the risk of viral transmission • Some viruses are transmitted via droplets. • Fresh air can help reduce the risk of a viral infection. • You should always sneeze into your elbow. • It is unnecessary to wash your hands after using the toilet. • You don’t have to wash your hands longer than 3 seconds • Keeping your living area clean is not important. • Washing yourself reduces the number of bacteria on your body.
	<ul style="list-style-type: none"> • Taking care of your own hygiene is taking care of your community’s hygiene. • One must always clean their food before cooking. • Cleaning cutlery and dishes is not necessary. • Brushing teeth is daily is a myth created by toothpaste manufacturers. • It is important to brush your teeth every day. • It is not necessary to wash yourself every day. • Physical activity can help boost your immune system. • When you feel sick you should go out and meet people.
Life Competences	Responsibility
Variations	<ul style="list-style-type: none"> • This game can be adapted to any other ball game, e.g. football, basketball, netball etc. • The coach could be the one taping the messages on the players backs while the helpers are the ones that need to assign the players to the appropriate side of the court.

Cool Down

Duration	15 min
Setting	Players move around in a marked field.
Material, Equipment	Ball, Bibs
Activity & Description	<p><u>S4D Activity SDG 3 “Moonball”</u></p> <ul style="list-style-type: none"> • The players must pass the ball amongst their team members and try to keep the ball in the air. • When the ball touches the ground, the game ends. • No player can touch the ball more than once. • Every time a player touches the ball, their team gets one point.
Life Competences	Cooperation (teamwork)
Variations	<ul style="list-style-type: none"> • After a player has touched the ball, they have to sit down and can only stand back up again after the whole group has touched the ball once.

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- The ball is to be transported from a starting point to an end point through the field. If the ball touches the ground in between the two points, the game will begin again from the starting point.
- Two teams play against each other. The team that keeps the ball in the air the longest wins.

Have a look into the [Reflection Guidelines!](#)

	<p>Reflection (10 min)</p> <ul style="list-style-type: none"> - 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 - Ask whether the session was good and which part of the session was most interesting/ fun. - Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. <ul style="list-style-type: none"> o You can ask more specifically about what they have learned about virus transmission and the importance of hygiene practices.
<p>STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities</p>	<ul style="list-style-type: none"> - Which activity of the session did you like/not like? Why? - Who did you feel responsible for during the activities? Why? - How did you reach your team goals? What was your strategy? - How did you communicate with your teammates? How important was that during the activities? - What statement stood out for you the most during the “Healthy Living” activity? Please explain why.
<p>STEP 2: Connect Make a connection to daily-life situations</p>	<ul style="list-style-type: none"> - What kind of viruses do you know? - How can these viruses be transmitted? - Who is responsible for keeping the community healthy? - What hygiene rules do you know? - What could happen if someone does not follow hygiene rules?
<p>STEP 3: Apply Ask them about specific Action</p>	<ul style="list-style-type: none"> - How can you possibly stop the transmission of a virus? How does that protect yourself and others? - What should you do if you are not feeling well? Who can you approach for help? - Can you demonstrate how to properly wash your hands? - What hygiene rules can you follow at home? (e.g. wash hands & yourself, clean fruit and vegetables, wash the dishes)
<p>STEP 4: Action Agree with the participants on a specific action/task to fulfill until the next training session</p>	<p>What do you think is important in school to protect yourself and others from viral diseases? Create a poster that includes hygiene rules that you and your peers can follow. Be creative in your design. Think of these different facilities:</p> <ul style="list-style-type: none"> o Bathroom o Playground o Classroom

All questions are examples; feel free to ask other questions if you want to!

Have a look into the different S4D Activities, there you will find more

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