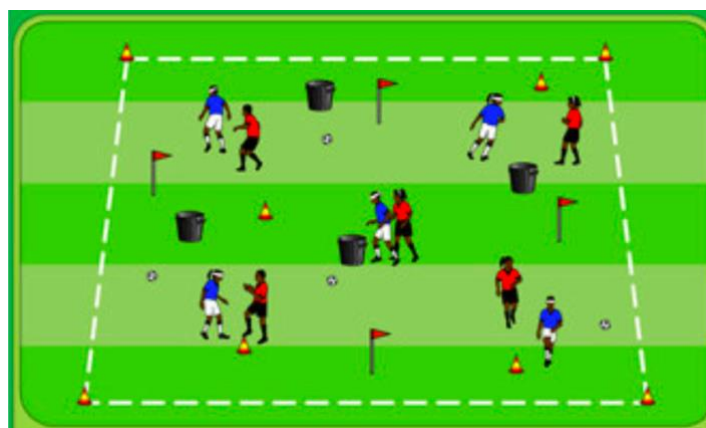


S4D Activity SDG 16: “Assertiveness”

This S4D Activity example shows how sport can be used to strengthen the competence of change of perspective and empathy in relation to violence prevention. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of “Sport for Violence Prevention” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	15 min.	9-15 years	Marked off Area on football court	Random objects Blindfolds

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS Self-competence: Responsibility	SPORTING COMPETENCES Motor competences: coordination in a pair Technical competences: using sensory techniques such as listening and feeling, ability to move while being blind folded Tactical competences: give clear and precise instructions, listen carefully
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... anticipate the consequences of violent as well as non-violent behavior. ... reflect on possibilities to take over responsibilities in order to solve violent situations peacefully. ... take responsibility for their own actions in critical violent situations (i.e., not responding violently or defusing the situation).	<i>After the training session children/youth are able to:</i> ... communicate with their teammates effectively. ... develop strategies that will lead to success. ... listen to their teammates and develop a sense of teamwork and trust.



Description
<ul style="list-style-type: none"> • Mark off an area on the football field. • Clutter the area with objects for example buckets, cones, and poles. • Create pairs of which one player is being blindfolded. • The other player helps their partner to move across the field and collect the objects. • Decide collectively on a warning signal in case of two blindfolded players colliding.

¹ Reference: [YDF Manual For Violence Prevention, South Africa](#), p. 73

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 *Violence Prevention*. 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 16: “Assertiveness”



Variations

- The objects on the field can vary.
- Make it a competition in which the team that collects the most objects wins.
- Switch roles of “blind” player and “guide”

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 find the activity?
- How did you feel when you were being blindfolded and guided? Can you describe the feelings you had when being dependent on your teammate?
- How did you feel being responsible for your teammate? How did you communicate directions and actions?

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

- What do you think is important when it comes to responsibility? Who do you view as being responsible in your environment and what makes them responsible?
- Can you describe situations in which you feel responsible for someone or something?
- Who do you address in conflict situations? Have you ever had to help solve a conflict before? If yes, how did you do that?

Step 3: APPLY Ask them about specific **Actions**:

- If you see a conflict arising in your environment, what can you do to defuse the situation?
- How can you step up for yourself without creating conflict with other people involved?
- If someone addresses you with violent behavior, how can you direct the situation into a more peaceful conversation?

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:

- From now until your next training, please make a list of...
 - all conflicts that you were involved in
 - all other conflicts that you witnessed (from other people)
- Please reflect and describe: Did you take over responsibility during the conflicts? If yes, in what kind of way(s)?
- Think about a 3-step guideline that you can easily apply if you come across a situation of conflict in order to solve violent situations peacefully.

³ All questions listed are examples and can be replaced.