

# S4D Activity SDG 4: “PE online/at home”

Sometimes it is not possible to implement PE classes at school. This S4D Activity example shows how **small exercises can be taught online** and how sport can be used to strengthen the competence of adaptability. More teaching and learning materials (manuals, training session, activities etc.) related to the topic of “Sport and Education” can be found [HERE](#).

Category S4D Activity <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Muscular Strength & Endurance	Main Part	20 min.	15+ years	Online	-

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b>	<b>SPORTING COMPETENCES</b>
Self-competence: <b>Adaptability</b>	<b>Motor competences:</b> strength, endurance <b>Technical competences:</b> use of different motor techniques <b>Tactical competences:</b> -
<b>Learning Objectives Life Competences</b>	<b>Learning Objectives Sporting Competences</b>
<i>After the training session children/youth are able to:</i>  ... recognise different/changing situations in their learning environment. ...reflect on their actions in changed circumstances, constraints or conditions. ... deal with pressure or stressful situations in their educational/learning environment.	<i>After the training session children/youth are able to:</i>  ... perform different exercises at home in order to increase their strength and endurance. ... pay close attention to their PE teacher and the coaching points given through the online format. ... Understand and adapt their surroundings to be able to perform the exercises.



Description
<ul style="list-style-type: none"> <li>• The coach explains the exercises to the participants online.</li> <li>• The coach must make clear that the participants need enough space around them without any possible hazards.</li> <li>• The coach should explain and demonstrate the exercises to the students. Thereby, the coach must refer to coaching points such as “straight back”, “point/flex feet” or “engage core” to ensure a good technical performance of the participants.</li> <li>• Throughout the session the coach should include small breaks and encourage to drink enough water.</li> </ul>

<sup>1</sup> Reference: [Manual "Physical Education 4 Life", Namibia](#) , p. 80

<sup>2</sup> 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 *Education*. 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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## Variations

- Exercises can be changed according to preference.
- For the upcoming sessions each participant can choose an exercise they want to explain to the rest of the group.

## 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 organised. However, the coach can also use her/his own variations depending on the number of participants and space available. To reflect the S4D Activity described, you can take the following steps:

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:<sup>3</sup>

- How did you feel about exercising at home? Did you have enough space?
- Fitness exercises might be new to you. How does your body feel afterwards?
- What did you change in your environment in order to perform the exercises?

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

- How do you feel about online schooling? Do you find it easy to participate while being at home?
- What kind of difficulties did you come across when changing to online schooling? Did you already have the necessary equipment?
- How do you deal with problems that you come across when learning at home? Where can you get support to find solutions?

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

- How can you contact your peers or coach if you have an issue with online schooling?
- What do you need to make online schooling more comfortable for you? Do you need a space to yourself? Does it have to be a quiet environment?
- How would you continue exercising at home? How can you involve your family members?

**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:** Choose an exercise you can explain in the next session

- Adjust your communication and exercise to your environment at home.
- Make sure you consider all the aspects of creating a safe space for exercising.
  - What risks are involved?
  - Prepare your fellow students appropriately and remind them to drink water and take breaks.

<sup>3</sup> All questions listed are examples and can be replaced.