

S4D Activity SDG 8: “Supermarket”

This S4D Activity example shows how sport can be used to strengthen the competence of adaptability 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	15 min.	15+ years	Marked off area on field	4 Balls, 8 Cones 7 things in blue, yellow, red and green 1 hoop in each colour

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Adaptability	Motor competences: Coordination, agility, speed Technical competences: dribbling Tactical competences: Coordinating with teammates, observe other teams
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... recognise the ability to adjust themselves to different/new (job) conditions. ... comment on different/changing situations and develop their ability to stay flexible. ... alter their actions to changed circumstances, constraints, or conditions.	<i>After the training session children/youth are able to:</i> ... develop effective communication within the team. ... take leadership roles and coordinate team members. ... stay focused and goal oriented under pressure. ... adapt to changes quickly and be more comfortable in stressful situations.



Description
<ul style="list-style-type: none"> • Mark off an area on a field with cones. • In the middle of the area mark a circle with eight cones – it represents the wholesale of the Supermarket. • Within the “the wholesale supermarket” there are 7 blue, 7 red, 7 green and 7 yellow things. • The team is divided into 4 groups, each representing one of the four colors. • In each corner of the field, about 10m distance from the “wholesale”, each team has their own supermarket, marked off by a hoop in their respective colour. • To begin with, the small team supermarkets are empty.

¹ Reference: [Manual "Kicking Youth Competences", Palestinian Territories](#) , p. 29

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: “Supermarket”

- Each supermarket is specialized on a specific “fruit” (colour): blue = plums, red = cherries, green = apples, yellow = bananas.
- The aim of the game is to fill the team supermarkets with their own goods (fruits) from the wholesale, faster than their competitive teams.
- Only one player from each group is allowed to fetch a good at the same time.
- While the players fetch the goods, they must dribble a ball on their feet.
- Players can only carry one fruit at a time.
- Players are allowed to carry their own fruits as well as foreign fruits.
- The player is allowed to get fruits in the wholesale as well as from the small team supermarkets.
- Players can only carry fruits to their own supermarkets.
- It is not allowed to hinder other players.

Variations

- Dribbling is only allowed with the right/left foot
- One player serves as a “wheelbarrow” as another player “pushes” the wheelbarrow. The fruit is carried on the wheelbarrow (back of the player).
- Other ways of locomotion, e.g., running backwards, jumping, crawling, etc.

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 cope with the pressure of collecting the goods as fast as possible?
- How did you coordinate the game with your other teammates in such a fast-paced environment?
- Which strategy did you choose? Was your strategy successful?

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

- How do you feel in fast-paced environments? Can you describe the emotions that come up?
- Have you ever experienced a change in authority figures around you? How did you cope with that?
- When do you think stressful situations can arise at a workplace?

Step 3: APPLY- Ask them about specific actions:

- Can you think of strategies that help you stay focused in stressful situations?
- What information do you need before starting a new job? How and where can you attain that information?
- Who can help you prepare for a new work environment? Are there any authority figures that you can ask?

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:

- What is necessary to be prepared for a work environment in which situations can change rapidly?
 - Create a list of 5 key points you think are necessary to be able to adapt quickly.

³ All questions listed are examples and can be replaced.