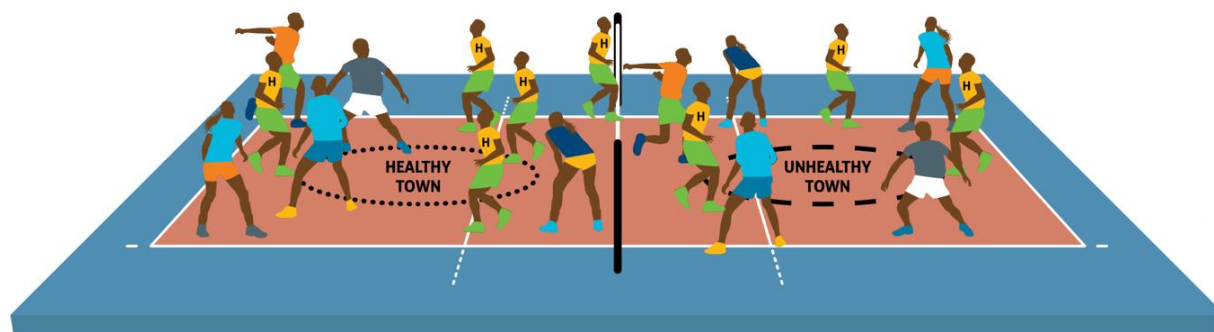


S4D Activity SDG 3: “Healthy Living”

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

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball game	Cool-down	15 min.	9-15 years	Volleyball court	One ball per player, Masking tape, A4 Paper

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS Self-competence: Responsibility	SPORTING COMPETENCES Motor competences: agility, strength, endurance Technical competences: speed, forearm pass technique, coordination Tactical competences: focusing on practicing the forearm pass while instructing others
Learning Objectives Life Competences	Learning Objectives Sporting Competences
After the training session children/youth are able to: ... know about the importance of being disciplined and working consistently to be healthy. .. understand that they are responsible for their own well-being. ... support the health and well-being of individuals in their inner circle (e.g., family and friends).	After the training session children/youth are able to: ... comprehend the communicative and cooperative behavior of individual team members. ... improving hand-eye coordination. ... instruct others while being instructed themselves.



Description
<ul style="list-style-type: none"> • Prior to the session the coach prepares a number of A4 sheets with true and 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 training 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’.

¹ Reference: [Manual S4DA “Volleyball4Life”, Namibia](#), p. 87

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 Health. 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 3: “Healthy Living”



- 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.
- 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.

Examples of statements:

- Regular exercise at a young age will lead to bone disease when you are older.
- Regular exercise increases the risk of heart disease.
- Regular exercise reduces the risk of heart disease.
- You should not eat more than one apple per day.
- It is unnecessary to wash your hands after using the toilet.
- A balanced diet consists mainly of potatoes and meat.
- A balanced diet comprises the correct balance of fats, protein and carbohydrates.
- Brown bread is a good source of protein.
- It is advisable to have a meal with mainly carbohydrates 30 minutes before a training session.
- Drink water regularly during training sessions.
- Drinking too much water during training will make you tired.
- 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.
- It is much healthier to be a vegetarian.
- It is OK to take performance enhancing drugs as long as you don’t get caught.

Variations

- 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.

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 was it for you deciding to what ‘town’ the players belonged to?
- Did you feel confident in practicing and instructing others at the same time?

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

- Have you integrated any of the hygiene and health concepts in your daily life before?
- Which of the messages is the most important for you?
- Do you think people in your environment are aware of these hygiene and health practices? Do you know of anyone who includes them in their life?
- Can you think of any reasons why it might be difficult for others to live a healthy lifestyle?

³ All questions listed are examples and can be replaced.

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

- How do you think you could encourage others to improve their health?
- What could the community do to increase the community’s health overall? Is this something you can tackle together? Who is responsible?
- What would be the first step you would take to improve the hygiene in your school/work/family home?

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:

1. Write down all the information you learned today that was new to you.
2. Come up with three rules that every team member should practice before coming to practice (e.g., wash hands, cut nails and keep them clean etc.).