

S4D Activity SDG 5: “Dragon Tail Catching”

This example S4D activity shows how sport can be used to strengthen the competence of goal orientation in relation to gender equality. More teaching and learning materials (manuals, training session etc.) related to the topic of “Sport for Gender Equality” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running Game	Warm-up	15 min.	All Ages	Open field	2-4 bibs

S4D COMPETENCES ²	
<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence: Goal Orientation</p>	<p>SPORTING COMPETENCES</p> <p>Motor competences: Coordination Technical competences: Running, quick movements, clear signals to get the “body parts” of the dragon moving collectively Tactical competences: Plan tactical moves and hints</p>
<p>Learning Objectives Life Competences</p> <p><i>After the training session children/youth are able to:</i> ... analyse necessary actions to achieve their goals. ... consider the steps necessary to reach a certain gender equality in their environment. ... persist on their goals regardless of their gender identities or sexual orientation and other people’s opinions.</p>	<p>Learning Objectives Sporting Competences</p> <p><i>After the training session children/youth are able to:</i> ... lead a group by making clear signals. ... run, make tactical moves and hints. ... run and move fast as one collective.</p>



Description
<ul style="list-style-type: none"> • Divide participants in smaller groups of 5-7 according to the size of the group. • Let participants form lines (the “dragon”) by holding the shoulders of the person in front of them. • The front player is the head of the dragon and the last player is its tail. • Give each last player a bib that can be tucked into their pants. • The goal of the head player is to catch its own tail by getting hold of the bib. • If a player loses contact with the shoulders of the player in front, the game is paused. • If the tail is caught, the old head hangs onto that player; keeps the bib and becomes the new tail.

¹ Reference: <https://en-yalla-nela-b-guidebook-for-active-and-healthy-communities>, p. 78

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 *Gender Equality*. 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

- The game can also be played with two teams: two dragons trying to catch each other’s tail (bib tucked into the last player’s pants).
- If you have a mixed group of boys and girls, you can also divide them into a girls and a boys team.

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 of 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. To facilitate a reflection for 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:³

- Did you like the activity or not? Have you enjoyed it?
- Did you feel comfortable or uncomfortable being the head of the group?
- Was it easy or difficult for you as a head to stick to your goal of catching the last player? Could you easily focus on your goal or did you get frustrated after some time?

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

- Can you think of situations in your daily life where you set a goal for yourself?
- Did you reach that goal? If yes, what has helped you to reach the goal? If not, what do you think was the problem?
- Do you feel like it is sometimes more difficult for a girl or a boy to reach a certain goal, for example for a girl to become a professional athlete or for a boy to become a nurse or a teacher?
- Have you been or are you in a situation where you feel like you can not reach your goal because of your sex?

Step 3: APPLY - Ask them about specific actions:

- Can you think of strategies how you can persist to your goals regardless if you are a boy or girl?
- Which steps could help you to achieve your goals?

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 five goals you want to achieve in the next year and think about necessary steps how you can reach those goals.
2. Write down what you want to do after finishing school and think about necessary steps to get there.
3. Discuss with your friends three goals and the necessary actions to promote gender equality in your community.

³ All questions listed are examples and can be replaced.