



Move4Life

Introduction

Covid-19 has had a devastating impact on lives across the world. Normal day to day living of people globally has been disrupted. Instead of experiencing positive emotions such as happiness, fun and joy, people are living in fear and dealing with all kinds of trauma. Whereas participation in sport and physical activity was a part of everyday life for many, COVID-19 brought a sudden halt to these activities that many people held dear.

With the support of the Commonwealth Secretariat, we have developed the Move4Life series of activity sessions. Move4Life is a specialised play-based educational resource based on existing resources, namely, **Football4Life**, **Basketball4Life**, **Netball4Life** and **PE4Life**. These sessions link life-skills such as self-esteem, resilience, anxiety and fear, healthy living, decision-making and communication with movement and sports skills such as catching, throwing, dribbling, and shooting.

The activity sessions have been designed to take place at home or at the sports field. The activities can be adapted for varying numbers of participants and to meet national public health restrictions (e.g. social distancing, personal hygiene). The activities can be practiced by individuals on their own, with family members or in small groups if allowed. Participation in Sport4Development and Physical Activity should continue during and after Covid 19 restrictions. Health and Wellbeing, both physical and mental, are important goals in sustainable development and have been negatively impacted by Covid 19 restrictions. We need to encourage home and neighbourhood-based activity to continue during and after Covid 19 restrictions.

The Move4Life sessions lend themselves to implementation in the long term whether one-person participating on their own at home or with others in community-based activity. The

sessions can be practiced in limited space at home, generally with common equipment around the house or basic simple equipment such as balls, hoops, and ropes. Equipment that can be created using materials found around the home.

The Move4Life resource also offers guidelines and recommendations on important topics associated with the physical and mental well-being of participants such Health and Safety, Safeguarding including staying Safe Online, and Monitoring and Evaluation of the resource.

Move4Life was developed by a team of S4D and online learning practitioners with experience of working in the sport and education sectors internationally. We have designed our sessions to develop those participants taking part in our activity sessions holistically addressing their physical, cognitive, social, and emotional development. Move4Life activity sessions have also been designed to encourage participants to contribute to the UN Sustainable Development Goals including Goal 3- Good Health and Wellbeing, Goal 4-Quality Education, Goal 5-Gender Equality, Goal 10 – Reduced Inequalities and Goal 16 – Peace, Justice and Strong Institutions.



Move4Life is a series of 12 physical education, sport, and physical activity sessions using a sport for development approach to develop physical literacy and life competences in children and young people.

The 12 sessions target:

- children and young people who wish to participate at home on their own or with family members
- facilitators (teachers, coaches, or activators) who deliver physical education, sport, and physical activity sessions with groups of children and young people at the sports field

Each session offers a choice between “at home” activity or “at the sports field” activity.

Move4Life sessions are intended to offer safe and inclusive opportunities to participate in physical education, sport, or physical activity and offer advice on health and safety, safeguarding and adapting sessions to make them inclusive.

Sessions offer a sport for development and are intended to link to the Sustainable Development Goals.

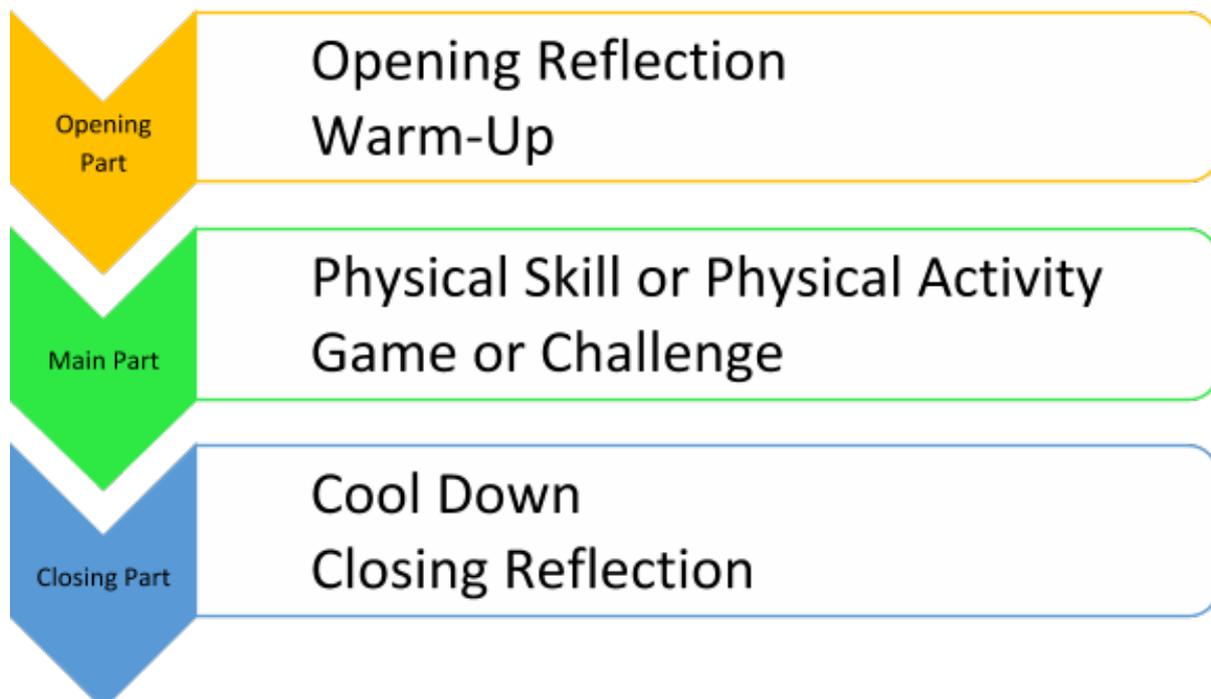


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How to use Move4Life

Move4Life Sessions are structured as follows:



Each session offers two options for activities – the “at home option” and the “at the sports field” option.

At Home

This option is intended for children or young people who wish to participate in physical education, sport, or physical activity at home on their own or with family members.

At the Sports Field

This option is intended for facilitators (teacher, coaches, or activators) who wish to run physical education, sport, or physical activity with a group of children or young people.

Both options follow the same structure starting with reflection on the purpose of the session to develop movement skills and life skills. Participants are encouraged to think about the life skill and its importance during activity and in other aspects of their lives.

The opening reflection is followed by a warm-up activity before moving to the main part which consists of movement skills practice and a game or movement challenge. The physical part of the session ends with a cool down activity.

Once the cool down is completed, participants are asked to spend a short time reflecting on the session’s life-skill and how this life-skill can help them be successful in their lives. Making an intentional connection between the life-skill and the participants’ lives helps them develop and apply their life competences in all aspects of their lives.

All Move4Life activities should be safe and inclusive.

Advice on health and safety, safeguarding and how to adapt sessions to meet the needs of different participants are included in each session.

How to Adapt Sessions

Differentiation is the term used to describe how physical activities can be adapted to meet the needs of different children and young people.

While adapted physical education has the focus of adapting or modifying the curriculum, activities, or environment to meet the needs of students with disabilities, differentiated instruction has the focus of modifying the content, learning activities, outcomes, and environment to meet the needs of all diverse learners and different learning situations.

A simple approach to thinking about how we can adapt physical activities to meet the needs of different children and young people or young people to make them more inclusive, recognise different ability levels and to adapt to different situations is the TREE Framework.

The TREE Framework can also be used to make activities more inclusive and to adapt physical activities for the child or young person who is gifted or less able.

TREE Framework

T	Teaching or instructional style (how the coach, teacher or parent organises, leads, and communicates the session and its activities).
R	Rules and regulations (how changes to the rules governing games and activities to promote inclusion).
E	Environment (how changes to the space, for the whole group or individuals within the group can be made).
E	Equipment (how equipment can be changed or improvised in terms of size, nature, weight, colour, etc).

Here are some examples of how the TREE Framework can be used adapt activities from the sports field to at home practice.

	At the Sports Field	At Home
Teaching or instructional style	Coaches or teachers lead sessions on the sports field with children and young people or young people.	Coaches or teachers support parents to lead sessions at home using technology to communicate and send examples of activities.
Rules and regulations	Normal sports rules and regulations associated with participation of children and young people and young people apply.	Rules need to be adapted to fit with the home environment as there is limited space and participants.
Environment	Full sized sports field available.	Limited areas to practice include potential hazards that need to be identified before adapted activity takes place.
Equipment	Age appropriate equipment used to play sport.	Limited to equipment available in the home. Use of everyday objects to safely improvise some equipment i.e. empty plastic bottles filled with some sand become cones for football or basketball dribbling activities.

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