SPORT FOR
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HOW TO RUN A
„Sport and Environment" WORKSHOP

A Capacity Development Guideline

13 CLIMATE ACTION

Click the buttons to navigate
through the document

Introduction

The CD workshop "Sport and Environment" is part of the → *S4D Learning Lab* which you find on the → *Sport for Development (S4D) Resource Toolkit* website.

You want to run a workshop on "Sport and Environment"?

You want your participants to...
   ... learn more about linking development topics to sports?
   ... benefit from S4D projects and trainings offered in other countries?

This guideline will support you. It consists of the workshop structure, the overall contents, and the learning outcomes necessary **to successfully facilitate a "Sport and Environment" workshop in institutional settings**. Additionally, you can use parts of this document (e. g. manuals, factsheets) as a reference for thematically appropriate wording, for inspirational purposes with practical activities or workshop development, and as layout examples for communicating information.

*Please note that all contents were developed in a working context of GIZ. Feel free to **adapt and modify contents and scope** according to your needs, e. g. regarding wordings, country examples.*

Target groups

Institutions and organisations interested in using sport-specific approaches and methods for environmental objectives, S4D instructors and S4D coaches.[1]

General learning objectives of the workshop

By the end of the workshop, participants will be able to...
   ... describe why and how sport can be used as a tool for different environmental targets (SDG13),
   ... find information about "Sport and Environment",
   ... use the "Sport and Environment"-approach and related materials in their own working contexts.

The structure of the workshop

The workshop consists of the following three modules:

Module 1:   Introduction and Identification of Challenges
Module 2:   Examples of Sport and Environment Interventions, Learning Materials and Research
Module 3:   Mechanisms behind, Activities and Barriers to Change

[1]   For definitions of S4D Instructors and Coaches, see the → *GLOSSARY*.

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The structure of the modules

Each module has
- **specific learning objectives** and
- the following **components**:

INPUTS
theoretical inputs
including the most
relevant information
and related links

INTERACTIONS
interactive tasks
to engage the
participants

ASSESSMENTS
specific assessment
questions, which
you can use to test
participants'
knowledge gain
regarding the inputs

HOMEWORK
a preparation task
for the upcoming
module

Duration

When implemented as online format, each module has a **duration** of three hours. Delivered in presence, modules can be adapted length- and content-wise.

Helpful tools

On our website you will find more helpful → *tools* regarding the design, the implementation and evaluation of a "Sport and Environment" workshop, including guidelines, templates (e. g. agendas, certificates, reporting templates) and manuals. The following tools contain essential information in terms of designing and implementing workshops:

→ *Guideline "Ensuring Quality Education in S4D"* (available in 8 languages)
→ *Manual/Guideline S4DA "Coaches and Instructors"*
→ *Guideline "Adult Education"*

Content

Module 1

Introduction and Identification of Challenges

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Module 1: Introduction and Identification of Challenges

Specific learning objectives

By the end of the module, the participants will be able to…

…explain which SDGs are linked to Environment.
…explain the connection between sport and SDG 13.
…describe why sport is used in the context of climate action.
…point out the negative impacts sport can have on global warming.
…describe how sport can be used in different contexts/dimensions to have a positive impact on climate action e. g. with regards to sport events, sport organisations, individuals.

INTERACTION
Expectations and Knowledge Level

To clarify expectations and the level of knowledge/expertise of the participants, ask them the following questions. Answers can be collected on a flipchart or in the chat (online):

• What are your expectations for the workshop?
• Which topics are you especially interested in?
• Which questions do you have?

Statements: If participants answer the question with "yes", they have to stand up.
If they answer with "no", they may remain seated.

• I have experience in the field of S4D projects.
• I have experience in the area of environment and/or climate action.
• I have experience in the area of sport and environment.

Note: In an online session, the participants can use emoji functions such as a "thumbs up" to agree with statements and a "thumbs down" to disagree.

INPUT
Sustainable Development and Climate Action

INPUT
Defining the Problem – Why Climate Action Matters

- **Introduction:**
  - Sustainability is most often defined as meeting the needs of the present without compromising the ability of future generations to meet theirs. The three pillars of sustainability are: **economic, environmental, and social**.
  - Sustainable Development includes five dimensions, called the **5 Ps: People, Planet, Partnership, Peace, and Prosperity**.
  - The **Paris Agreement**, the first necessary step to fight climate change on a political level, and the **Agenda 2030** are **two visionary agreements** which hold great potential to stabilize our climate, proliferate peace and prosperity, and open opportunities for billions of people.
  - Many SDG targets reflect a commitment to preserving the environment, however, **SDG 6, 7, 11, 12, 13, 14 and 15 are directly linked** to protecting the planet.

- **Resources to use for the Introduction:**
  - → *The three pillars of Sustainability*
  - → *Definition of Sustainable Development*
  - → *The Agenda 2030*
  - Fuso Nerini, Francesco, Benjamin Sovacool, Nick Hughes, Laura Cozzi, Ellie Cosgrave, Mark Howells, Massimo Tavoni, Julia Tomei, Hisham Zerriffi, and Ben Milligan. 2019. **"Connecting Climate Action with Other Sustainable Development Goals."** Nature Sustainability, July, 1. → *https://doi.org/10.1038/s41893-019-0334-y*
  - → *The Paris Agreement for Climate Action*
  - → *Climate Action: Why it matters*

- **Problems related to climate change:**
  - From 1880 to 2012, average global temperature increased by 0.85°C.
  - Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded. The extent of ice in the Arctic Sea has shrunk in every successive decade since 1979.
  - Global emissions of carbon dioxide (CO_2) have increased by almost 50 per cent since 1990.
  - Emissions grew more quickly between 2000 and 2010 than in each of the three previous decades.
  - Despite a dip in emissions due to the pandemic, greenhouse gas concentrations reached a new record high in 2020.
  - By December 2020 emissions had fully rebounded with an extra increase of 2% from the year before.
  - **Global emissions need to be cut to 45% below 2010 levels until 2030**
  - **The world has to achieve zero carbon emissions by around 2050**

- **Resources:**
  - → *The Global Climate 2015-2019*
  - → *The Sustainable Development Goals Report 2021*
  - →

INTERACTION
Carbon Footprint – Measuring your CO₂ Impact

You can either do this interaction during the workshop or give the task as an additional homework for those who are interested in their Carbon Footprint. Ask the participants to open the following website: → *Footprint Calculator.*

Background information:
- **Carbon Dioxide (CO₂)** is a naturally occurring gas, and also a by-product of burning fossil fuels and biomass, as well as land-use changes and other industrial processes. It is the principal anthropogenic greenhouse gas that affects the Earth's radiative balance.
- **A carbon footprint** is an estimate of how much carbon dioxide and carbon monoxide is produced to support a lifestyle, a business, an activity, or another unit of observation. Essentially, the carbon footprint measures the impact of a person or organization on the climate based on how much carbon dioxide is produced. Factors that contribute to carbon footprint include travel, production, consumption, and energy use. Carbon foot-prints can also be applied on a larger scale to companies, businesses, and even countries.

→
- **Resources for the carbon footprint:**
  - → *Sport Ecology Group - Glossary*
  - → *National Footprint Accounts – Ecological Balance Sheets for 180+ Countries*
  - → *Footprint Calculator*

- **Sport as part of the problem:** Most sports are **climate dependent**
  - Stadia and other grass field sports suffer from severe droughts
  - **Forest fires** have led to cancellations of cycling tournaments and marathons
  - In turn, **sport events impact** the environment greatly by increased **water usage and waste production**
  - Sport related tourism, especially at **mega events**, has a **great impact on carbon emissions**
  - **Sports equipment** often travels thousands of miles from manufacturer to the sport clubs/shops
  - Despite growing awareness of climate change, sport organisations remain ill-equipped to manage the issues related to climate change and make significant contributions

- **Areas in which sport can have negative impacts on the environment:**
  - Carbon emissions through transport
  - Waste (Events)
  - Water usage
  - Deconstruction of natural environments
  - Sport equipment

- **Resources:**
  - Wicker (2018). The carbon footprint of active sport participants
  - Loewen & Wicker (2021). Travelling to Bundesliga matches: the carbon footprint of football fans
  - NHL carbon emission report
  - Rio 2016 carbon footprint report
  - Costello et al. 2017: Achieving Sustainability beyond Zero Waste: A case study from a College Football Stadium
  - → *UN Environment Programme: 10 ways sport is tackling plastic pollution*
  - Orr & Innoue (2018): Sport versus climate – Introducing the climate vulnerability of sport organisations
  - → *Guideline sports equipment, GIZ*

INTERACTION
Group Work

Divide the participants in three groups and ask them to critically discuss how sport can have a positive contribution on different levels. Let them write down at least three specific actions.

- Sport Events
- Sport Organisations
- Individuals (Coaches, Athletes, Children and Youth)

→ Critically discuss in your group: How can sport play a positive role in combatting climate change, and how can sport adapt to become more sustainable on the three given levels?
→ Please take notes and select one person to present your results in plenum.

Note: In the GIZ online working context, the answers of the group works were collected via → Jamboard. Feel free to use any media that you are comfortable and familiar with. If a workshop is conducted in presence, the participants can use a flip chart or sheets of paper.

INPUT

Contributions of Sport and S4D to Climate Action

- **Introduction:** → *Sport & SDG13*: **The potential contribution of sport to 'Climate Action':**
  - Offering opportunities for awareness raising and information sharing, including sustainable development and nature friendly lifestyles
  - Being a platform to promote the responsible use of natural resources
  - Encouraging sustainable tourism and lifestyles as well as sustainable tourism products and services, for instance in host cities of sport events

- → *Topic Collection Sport and Environment*: **The main arguments and objectives:**
  - Sport improves the **knowledge of climate change** and its impacts on the environment and people's lives.
  - Furthermore, sport improves the capacity of **communicating about climate change** and its effects, as well as the necessity of overcoming challenges together.
  - Using sport as a platform can raise people's awareness of **environmental protection** and the importance of a **healthy environment** and how we all can contribute to that.
  - When integrated in development programmes, sport can encourage discussion on environmental issues and different perspectives on them.
  - S4D programmes or single training sessions can promote **active engagement** with nature and its habitats in the sense of a careful and sustainable handling educating about environment and climate change
  - Sport can foster immediate action like **creating sports equipment** out of natural resources or waste products

- Sport can encourage the implementation of sport for development activities, like building sports grounds or running sport events, in a **sustainable manner**.

- **Resources:**
  - → *Guideline "The SDGs and Sport"*
  - → *UNOSDP Sport and the SDGs*

- **Sport and climate action initiatives – Framework examples:**
  There is an increasing number of Sports for Climate Action Frameworks:
  - → *UN Sport for Climate Action Framework*
  - → *IOC: Sustainability Essentials – Sports for Climate Action*
  - → *Sport Positive Summit*

- **Sport and climate action initiatives – examples: Organizations, athletes, youth**
  - **Green Sports Alliance:** The Green Sports Alliance is the environmentally focused trade organization that convenes stakeholders from around the sporting world (teams, leagues, conferences, venues, corporate partners, governmental agencies, athletes, and fans) to promote healthy, sustainable communities where we live and play.
  - **Youth Workers for Global Goals:** The youth are agents of change, mobilizing to advance the SDGs to improve the lives of people and the health of the planet.
  - **Youth for Climate Action (UNICEF):** Elevating the voices of young people to protect the future of our planet.
  - **UNESCO Youth & Sport Task Force for climate action:** Represents Asia-Pacific Youth activists and their sport programmes at local level.
  - **ENGSO Youth: Youth Sport for Climate Action:** Supports and encourage the engagement of the European youth in climate actions.

- **Resources climate action initiatives:**
  - → *UNOSDP: Sport & the SDGs*
  - → *UNICEF: Youth for Climate Change*
  - → *UN Youth Workers for Global Goals YW4GG*
  - → *ENGSO: Youth Sport for Climate Action*
  - → *UNESCO Youth and Sport Taskforce*
  - → *Green Sports Alliance*

ASSESSMENT

To test the knowledge of the participants after module 1, ask them the following questions:

Q1: Name the three pillars of sustainability.

Q2: What are the five Ps of sustainable development?
  a. People, Prosperity, Pollution, Peace and Planet
  b. People, Prosperity, Peace, Production and Planet
  c. People, Prosperity, Peace, Partnership and Planet

Q3: Name three SDGs that relate to environment.

Q4: Besides the 2030 Agenda, there is another political agreement that is important for sustainable development. What is the name of the agreement?
  a. Tokyo Agreement
  b. Oslo Agreement
  c. Paris Agreement
  d. Johannesburg Agreement

Q5: What does the carbon footprint measure?
  a. The time that the carbon dioxide and carbon monoxide produced by a person or organisation remains in our atmosphere.
  b. How much carbon dioxide is produced by a person in relation to their shoe size.
  c. The impact of a person or organization based on how much carbon dioxide is produced.

Q6: Name three negative effects that sport has on climate change.

Q7: Name three positive aspects how S4D programs can help to tackle climate change.

Note: The participants can shout out their answers in plenum or submit them via the chat function during an online session.

HOMEWORK

Have a look at the resources shared in the workshop today.

• Which information is interesting for you?
• Which contents could be useful for your work?
• Where do you see limits, and what do you miss?
• Your opinion: What is really happening and what is "greenwashing

"Greenwashing is a communication and marketing strategy adopted by companies or other organizations. It consists in putting forward ecological arguments in order to forge an ecologically responsible image among the public."
→ *https://youmatter.world/en/definition/definitions-greenwashing-definition-what-is-greenwashing/*

Your findings will be discussed in the second module.

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Module 2

Examples of Sport and Environment Interventions, Learning Materials and Research

INTERACTION
Recap

To recap contents of module 1, you can play the following recap game:

- Participants write a word that stands out in their mind regarding the first module. The word should be written in large lettering on a piece of paper to show to other participants. The word could be an idea, or feeling (funny or serious).

To prepare for module 2, let the participants discuss the homework in pairs:

- "Speed dating": two participants share their answers regarding the homework questions with each other at first and afterwards in plenum.
- Questions: Reflect critically on the political frameworks...
   - Which information is interesting for you?
   - Which contents could be useful for your work?
   - Where do you see limits and what do you miss?
   - Your opinion: What is really happening and what is "greenwashing"?

Module 2: Examples of Sport and Environment Interventions, Learning Materials and Research

Specific learning objectives

By the end of the module, the participants will be able to...

...locate contents related to sport and environment in the S4D Resource Toolkit.
...give examples how sport can be used in the context of environment (examples from different countries/organisations/initiatives).
...familiarize themselves with scientific background information related to the topic "Environment".

INPUT
Sport and Environment Interventions (→ *Country Examples GIZ*)

- **Regional Programme S4D in Africa** – → *Sustainable Use and Construction of Sport Grounds*

  - **GIZ Programme:** Renovation or new construction of grassroots sports grounds in different locations (e. g. schools, youth centres, refugee camps); providing safe places to meet where coaches implement S4D activities; built with local materials and skills, require little maintenance, are fairly inexpensive and highly accessible sports grounds with concepts

  - **Cooperation:** realized in participatory processes, integrating opinions of multiple stakeholders, e. g. civil society, municipalities, schools or sports clubs

  - **Results[2]:**
    - 166 sports grounds renovated/built
    - 675.000 children & youth reached through sports grounds

- **Uganda:** → *A4D Manual Uganda – Local Equipment Production*
  - **Steps:** Identify need & equipment – Search for raw materials – Assemble – Test materials – Modify – Usage

2   All „results" were taken from the country-specific factsheets. Numbers may have changed over time.

- **Jordan, Brazil & South Africa:** Environmental Awareness as part of S4D methods or Programmes
  - → *GIZ Manual sport builds generations, Jordan*
  - → *S4D Resource Toolkit Manual "Treino Social 6-13 anos, Apostila do Treinador", Brazil*
  - → *S4D Resource Toolkit YDF Manual: Sport for Environmental Awareness, South Africa*
  - → *Sport for Environmental Camp, Namibia*

- **Other Resources**
  - Peace and Sport: → *Sport Simple Solutions Manual - (peace-sport.org)*
  - Sport for Good: → *Laureus Environmental Action Toolkit*
  - UNESCO: → *Getting climate-ready: a guide for schools on climate action*
  - Tools for a Sustainable School: → *Namib Desert Environmental Education Trust*
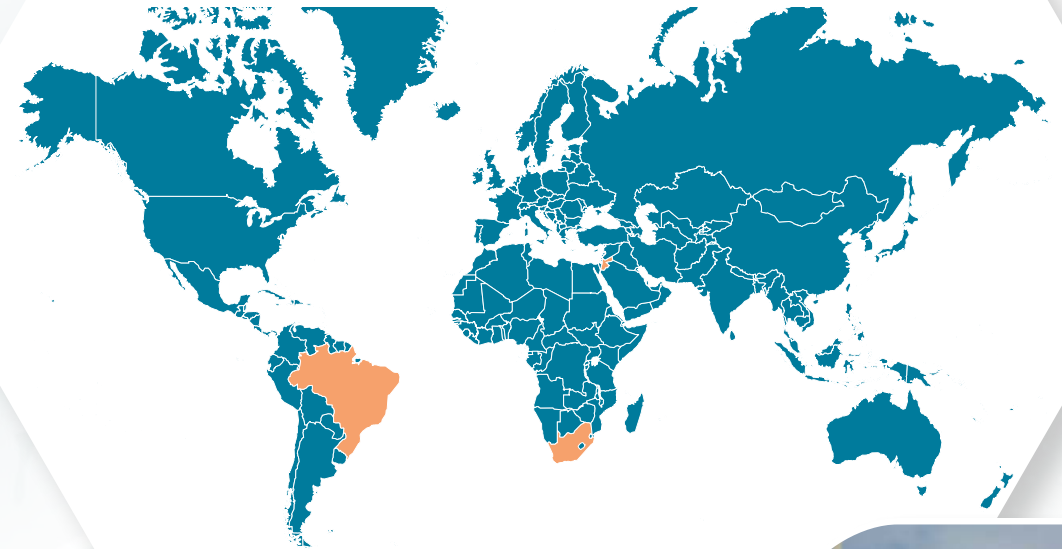
INPUT
Research in Sport and Environment – What is the Evidence?

- **Research in Sport and Environment – What is the Evidence?**
  - **Research field of S4D and environment is still new – there is a call for more research**
  - **Studies:**
    - Darnell, S. C. (2019). SDP and the environment. Routledge handbook of sport for development and peace, pp. S. 396-405.
    - Giulianotti, R. (2021). Greening Sport for Development and Peace: A Socio-Ecological Approach. Frontiers in Sports and Active Living. 3:660743. doi: 10.3389/fspor.2021.660743 → **First full article on S4D and Environment in 2018**
    - Giulianotti R, Darnell S, Collison H, Howe PD. Sport for Development and Peace and the Environment: The Case for Policy, Practice, and Research. Sustainability. 2018; 10(7):2241. → *https://doi.org/10.3390/su10072241*
    - McCullough, Brian & Orr, Madeleine & Kellison, Timothy. (2020). Sport Ecology: Conceptualizing an Emerging Subdiscipline Within Sport Management. Journal of Sport Management. Doi: 10.1123/jsm.2019-0294.
    - **Summary:** First research into S4D and Environment started in 2018, but until today there is nearly no research done. → **Big research** gap with potential for the future!
- **More Resources:**
  - → *Research | Sport Ecology Group:* Their goal is to **synthesize sport ecology research in one place**, so researchers and practitioners have access to the latest information. They have different research sectors (e.g. Fan Engagement, Climate Risk & Vulnerability, Managing Sustainability, Sport Facility Sustainability etc.)

ASSESSMENT

To test the knowledge of the participants after module 2, ask them the following questions:

Q1: What do you call the phenomenon of organisations that use sustainability as a communication and marketing strategy?

Q2: Name two actions an S4D organisation can implement on the pitch to contribute to sustainable development.

Q3: Name three individual actions sport participants can take to promote environmental action.

HOMEWORK
Your "Shopping List"

Ask the participants to complete the following homework until the next module:

- Give yourself some time to memorize the topics of the inputs (e.g. UN & IOC Frameworks, S4D Resource Toolkit, Country Examples GIZ, Research, Footprint calculator, Sport and Climate Initiatives: Green Sports Alliance, UN Youth initiatives etc.)
- Prepare your shopping list including (1) what you take along from the imputs and (2) what you want to implement in your own working context

- Please remember, aspects on a shopping list are not possibilities, but intended purchases. For example, if you have "onions" on your shopping list, you will definitely buy them. So, it is better to pick a few important takeaways than to pick many you won't use!
- For your list, you can use the following table as structure:

What do you take along from the sessions?

....

....

....

....

What will you implement in your work?
(e. g. in your next training session, workshop?

....

....

....

....

Module 3

Mechanisms behind, Activities and Barriers to Change

INPUT
The Mechanisms behind "Sport and Environment" Interventions

Module 3: Mechanisms behind, Activities and Barriers to Change

Specific learning objectives

By the end of the module, the participants will be able to…

…describe the mechanisms behind S4D interventions with the focus on environment: 5 principles, competence frameworks, IIFs.

…describe the mechanisms behind environmental education, the importance of behavioural change and "barriers to change" in their local contexts.

…design S4D activities within an environmental context (waste management, biodiversity, sustainability, nature etc.).

…seize opportunities for implementing S4D activities in environmental contexts.

…select all relevant information to design their own workshop related to "Sport and Environment".

- **How can S4D interventions contribute to Climate Action?**
  Sport can create the following benefits:
  - Improving the **knowledge of climate change** and its impacts on the environment and people's lives
  - Improving the capacity of **communicating about climate change** and its effects
  - Raising people's awareness of **environmental protection** and the importance of a **healthy environment** and how we all can contribute to that
  - Encouraging **discussion on environmental** issues and different perspectives on them
  - Promoting **active engagement with nature** and its habitats in the sense of a careful and sustainable handling educating about environment and climate change
  - Taking immediate action like **creating sports equipment** out of natural resources or waste products
  - Implementing sport for development activities like building sports grounds or running sport events in a **sustainable manner**.

- **Environmental Education: S4D programmes can educate young people about the environment enhancing:**
  - **Awareness** and **sensitivity of the environment** and environmental challenges
  - **Knowledge** as well as **understanding** about environment challenges
  - **Transformation of attitudes** towards a quality environment and developing skills in order to reduce environmental problems
  - **Participation** in activities that protect the environment

Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

- **Environmental Education – Human Behaviour: The Problem and the Solution**
  - Human beings are altering their environment in unprecedented ways.
  - The Earth has **warmed by 1 °C** in the last 100 years.
  - The effects on natural systems are already being felt – **sea levels have risen** 150 mm over the same period; in just a few years the **Arctic may be ice-free in summer; extreme weather** events like **floods, droughts** and **cyclones** are more frequent; **biodiversity is being lost** (IPCC, 2007).
  - **The cause – Human Behaviour:**
    - burning fossil fuels
    - excessive consumption of natural resources
    - destruction of natural habitats
  - **Changing human behaviour** must be part of the solution - Individuals must make changes to their daily lives to create a cumulative effect that will limit greenhouse gas emissions and stabilize the climate!
  - **Goal:** Environmentally responsible citizens need to have the knowledge, confidence and motivation to be able to both reduce their current impact (mitigation) and deal with the challenges that the future might bring (adaptation)!

- **Understanding behaviour:**
  - To change behaviour, education must empower people to take action.
  - The easiest behaviour changes generally require least engagement or intervention and are often the most successful.
  - Challenging existing behaviour is one of the most powerful strategies.
  - Combining approaches to suit a particular problem within a particular community can be a very effective approach.
  - Programmes for young people need to promote action skills, environmental empathy, and empowerment, as well as build knowledge.

- **Tailor programmes to local issues – practical ideas:**

Practical ideas for high impact, evidence-based educational activities (Resource: FAO (2015): → *Making it count. Increasing the impact of climate change and food security education programmes, p. 31)*		→ **Transferred to the S4D Context**
Role models and mentors	• Engage both peers and adults as role models • Create opportunities for peer group exchanges • Encourage role models to practice instructive modelling by demonstrating skills of graduated difficulty and verbalizing strategies for success	S4D coaches as role models (see → *5 Principles*)
Everyday life experiences	• Make time for children to experience nature, individually and as a group, enabling them to develop bonds with nature • Practice democratic decision-making in the classroom • Provide opportunities for everyone's voice to be heard and valued	e. g. sporting experiences in/with nature (e. g. adventure education, one's own nature made equipment)
Participation in organizations	• Build club and organization activities around the shared values of the group and personal interests of individual participants	e. g. creating ideas to make one's own sport club more sustainable (e. g. waste separation, energy saving, etc.)
Discussion	• Make time for the discussion of environmental issues	Importance of reflection part at the end of S4D training sessions (see → *Reflection Guidelines*)
Achieving success	• Help participants set goals and sub-goals that will provide opportunities to taste success	e. g. setting sporting and environmental goals within the team.

Social network	• Create a supportive social network for children and youth to build trust in others and have fun during the process	S4D training group/team as social network. E. g. implement a Climate Action Group within the team.
Age–appropriate initiatives	• Determine the scope of environmental activities based on the developmental stage of the child, with a focus on the nearby environment with younger children, expanding to the local community by middle childhood and eventually global connections	Appropriate educational goals in S4D training sessions (see → 5 Principles). e. g. sustainable sporting events, community events
Development of action skills	• Enable children and youth to test their environmental action skills, applying the principles of guided practice	"Action" as part of the reflection cycle (see → Reflection Guidelines)
Personal significance	• Provide opportunities for children and youth to initiate environmental actions themselves	"Action" as part of the reflection cycle (see → Reflection Guidelines)
Parent involvement	• Reach out to parents to convey the importance of democratic parenting • Encourage parents to take an active and supportive role in their child's experiences of nature and participation in community projects	Involve and encourage parents, e. g. take public transport, bike, carpooling instead of driving alone, etc.

- **Resource:** → *FAO (2015): Making it count. Increasing the impact of climate change and food security education programmes*

- **Development of** → *Competences*
  - → *Competences on Coach Level* **(focus on environment)**
    A precondition for youth to develop environment-focused competences is well-de-signed and well-conducted S4D activities/training sessions delivered through coaches. Coaches must be trained in S4D workshops to develop the specific competences needed to deliver S4D activities.

INTERACTION
Group Discussion about "Coaches as Role Models"

Ask the participants the following questions (collect the answers in plenum):

- How can coaches be role models in the context of climate action?
- What are YOU doing? Are you a role model?
- Where do you see limits?

- → *"The 5 Principles of S4D"* **(available in 8 languages)**
  - S4D means the intentional pedagogical development and implementation of exercises which prioritize the personal and social development of (youth) participants over their sport and motoric development. In S4D, **sport and physical activity are used to attain development objectives**, including, most notably, the SDG. If sport is to make a meaningful contribution to development, coaches need to use exercises that explicitly and intentionally develop life skills/competences of participants. S4D can only develop its full potential if S4D coaches consider and employ **all five principles**:

    → *Poster "The 5 Principles of S4D"*

    → *S4D Principle 1 Multidimensional Development of Participants*

    → *S4D Principle 2 Developing Life Skills/ Competences*

    → *S4D Principle 3 Roles and Responsibilities of the Coach*

    → *S4D Principle 4 Appropriate Educational Goals*

    → *S4D Principle 5 The Structure of an S4D Training*

- → *Children/Youth competences (focus on environmental awareness)*
  - When regularly taking part in well-conducted S4D activities/training sessions focusing on the environment, youth may gain the competences in the framework.

- **"Bridging the gap": From activity to SDG** → *Impact Indicator Framework SDG 13*
  - The **S4D Impact Indicator Frameworks** advocate for a systematic and specific approach to measure the contribution of sport, physical education and physical activity to the SDGs. The frameworks are based on the → *competences* that children and youth (13 – 16 years old) gain in different SDG-related areas and they are therefore designed for the programme or project level. The **overall aim** is to measure the contribution of sport activities to different SDGs.
  - **Impact hypothesis:** If children/youth (1) regularly take part in S4D Trainings, (2) involving S4D Activities, (3) they may gain S4D specific competences (4) contributing to SDG 13 Targets.

- **Sport and environment training sessions and activities:**
  - Through S4D activities, you can address various environmental issues by selecting an applicable activity and then conducting a reflection, e. g. waste management, biodiversity, water, deforestation etc

- **Examples:**
  → *S4D Training Session SDG 13 "Global Warming"*
  → *S4D Activity SDG 13 "Magic Forest"*
  → *S4D Activity SDG 13 "Our Planet"*
  → *S4D Activity SDG 13 "Polar Bear Breakfast"*
  → *S4D Activity SDG 13 "Waste Separation"*

- **The importance of the reflection part:** No reflection – no impact!
  - **Resource:** → *Reflection Guideline*
    (available in Arabic, Bahasa-Indonesia, English, French, Spanish)

STEP 1: REFLECT
How did the activity go? What was your experience like?

STEP 2: CONNECT
Establish a link between the experience and daily life

STEP 3: APPLY
Apply the lessons learned to a specific context

STEP 4: ACTION
Establish action steps with participants to further develop the lesson learned
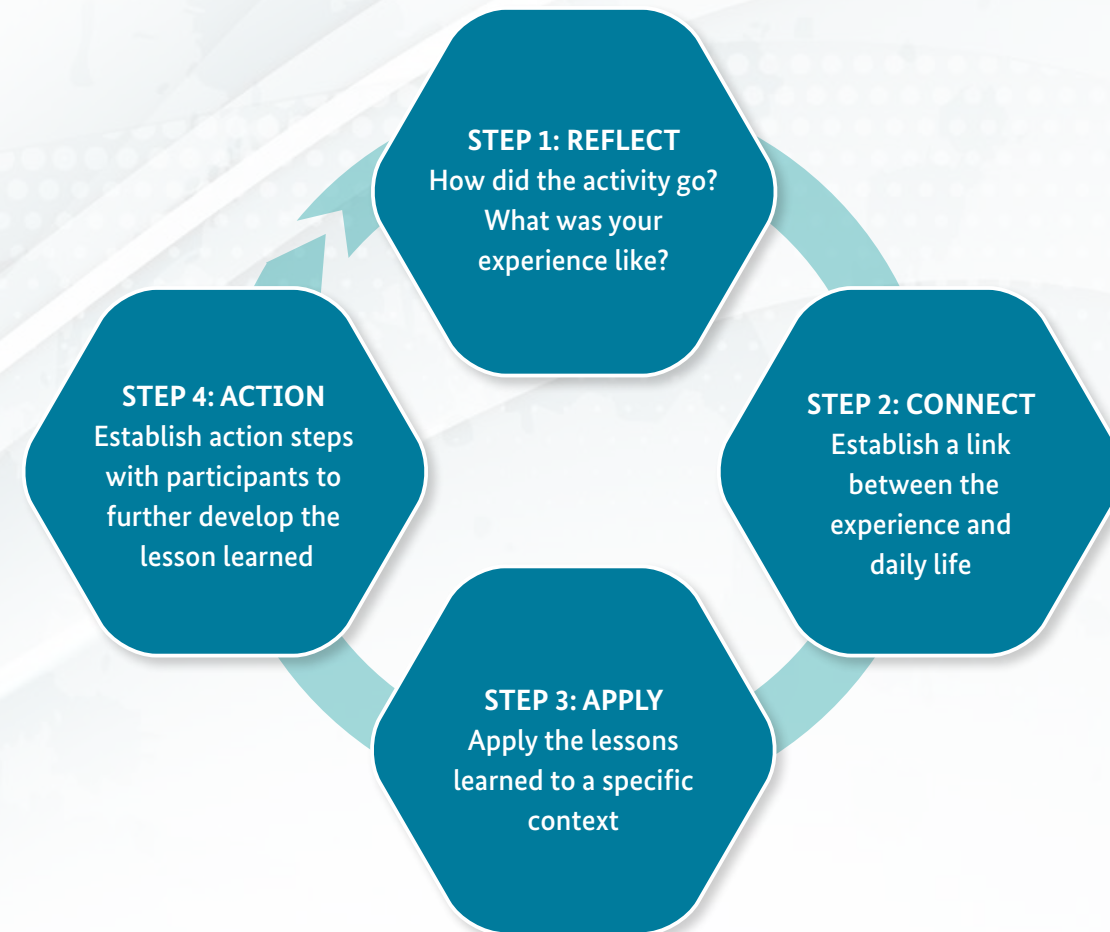
The Reflection Cycle (GIZ illustration on the basis of Kolb, 1984; EDU:PACT Network, 2019)

INPUT
Barriers to Change in the Context of Climate Action

The more difficult or expensive a change, the fewer people will do it, regardless of their attitude.

• **A long list of excuses:**
  • Not having the time, not knowing what to do
  • Environmental concerns are lost among the worries of daily life, like unemployment or illness
  • Climate change is often perceived as being too big a problem to deal with – how can one person really make any difference?

• **Different categories of barriers:** Individual, responsibility, practical, the paradox of choice
  • Any individual may have different barriers to different behaviour!
  • **Resource:** → *FAO (2015): Making it count. Increasing the impact of climate change and food security education programmes*

INTERACTION
Personal Reflection and Group Work about "Barriers to Change"

First phase – Individual reflection:
In plenary, give participants 3-5 minutes to think critically about their own 'barriers to change'. If they wish, they can write their thoughts on a piece of paper. The following questions can be used as a guide:

  • What are your personal "Barriers to Change"?
  • Where do you see the biggest "Barriers to Change" in your community and S4D programs?

Second phase – Group work:
Divide the participants into suitable groups regarding group size and ask the participants to complete the following task:

1. Sport for environment is much more than just raising awareness about environmental issues. Briefly discuss the 'barriers to change' that each person has thought about.
2. Then brainstorm about solutions that could help overcome these barriers.
3. Come up with one specific idea (e. g. event, project, campaign, action day) that you can organize for your organisation.

ASSESSMENT

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: Human behavioural changes in relation to climate protection measures are simple. True or false?

Q2: How can S4D programs contribute to climate action in the context of education?

Q3: Children and youth are able to critically reflect on their own role in the context of climate change and the importance of their contribution to reducing its consequences. To which indicator does this competence refer?

   a) Recognising
   b) Assessing
   c) Acting

Q4: Name two barriers that prevent people from taking action to protect their environment.

INTERACTION (FINAL REFLECTION)
Implementing Environment Contents in Your Own Work

Ask the participants to fulfil the following tasks:
Please update and review your "shopping list" (homework module 2) regarding contents of module 3

- Reflect on your own the following questions and take some notes:
  - What was **new** for you?
  - What did you **take along** from the modules?
  - What will you **implement in your own work**?
  - Which environment issue do you want to **focus** on?
  - What will be **your next step** to implement your takeaways from the workshop in your work?

- Formulate 1 **NEXT STEP** on a piece of paper and present it in plenum.

Feedback

To get feedback on the workshop, you can use different methods. The following guidelines provide a set of examples:

→ *Guideline "Ensuring Quality Education in S4D"* (available in 8 languages)
→ *Guideline "Options for Receiving Feedback"*

ANSWERS ASSESSMENT (Module 1)

To test the knowledge of the participants after module 1, ask them the following questions:

Q1: Name the three pillars of sustainability.

Q2: What are the five Ps of sustainable ...?
   a.   People, Prosperity, Pollution, ...
   b.   People, Prosperity, Peace ...
   c.   People, Prosperity, Peace, Partnership ...

Q3: Name three SDGs that relate ...?

Q4: Besides the 2030 Agenda, there is another political ...?
   a.   Tokyo Agreement
   b.   Oslo Agreement
   c.   Paris Agreement
   d.   Johannesburg Agreement

Q5: What does the carbon ...?
   a.   The time that the carbon dioxide ...
   b.   How much carbon dioxide is produced ...
   c.   The impact of a person or organization ...

Q6: Name three negative effects that ...?

Q7: Name three positive aspects how S4D programs ...?

Answers:
Q1: Environmental, Social, Economic
Q2: c)
Q3: 6 Clean Water and Sanitation, 7 Affordable and Clean Energy, 11 Sustainable Cities and Communities, 12 Responsible Consumption and Production, 13 Climate Action, 14 Life Below Water, 15 Life on Land
Q4: Paris Agreement (Paris Climate Conference 2015)
Q5: c)
Q6: Destruction of natural environments (e. g. skiing, mountaineering...), Construction of venues, Waste management, Fan and athlete travel
Q7: Improving the knowledge of climate change, Improving the capacity of communicating about climate change, Raising people's awareness, Educate children and youth as early as possible, Encouraging discussion on environmental issues, Promoting active engagement with nature and its habitats, Taking immediate action like creating sports equipment out of natural resources or waste products, Implementing sport for development activities like building sports grounds or running sport events in a sustainable manner

ANSWERS ASSESSMENT (Module 2)

To test the knowledge of the participants after module 2, ask them the following questions:

Q1: What do you call the phenomenon of organisations …?

Q2: Name two actions an S4D organisation can implemen …?

Q3: Name three individual actions sport participants can …?

Answers:
Q1: "Green Washing"
Q2: Build adapted Equipment, recycle waste
Q3: Buy second hand cloth-ing/ equipment, choose sustainable transport, leave all spaces clean, stay on trails and don´t trample green space that isn´t meant to be walked on, etc. (You can find the answers in the Laureus Action Toolkit)

ANSWERS ASSESSMENT (Module 3)

To test the knowledge of the participants after module 3, ask them the following questions:

Q1: Human behavioural changes in relation to …?

Q2: How can S4D programs contribute to climate …?

Q3: Children and youth are able to critically …?

   a) Recognising
   b) Assessing
   c) Acting

Q4: Name two barriers that prevent people from …?

Answers:
Q1: False
Q2: Competence Development
Q3: Assessing
Q4: Personal attributes, con-flicting desires or needs, feeling that action will not make any difference, social or physical limita-tions, paradox of choice (confusion)

Imprint

This guideline is based on the "Sport for Development (S4D)" web-seminars run by the → *German Sport University Cologne* in 2021/2022 as part of the cooperation with GIZ.
For further information on S4D check the → *S4D Resource Toolkit Website*.

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Sector Programme "Sport for Development"

Friedrich-Ebert-Allee 32 + 36
53113 Bonn
Germany
Tel. +49 61 96 79-0
Fax +49 61 96 79-11 15
info@giz.de
www.giz.de

Contact:
sport-for-development@giz.de

Authors:
Katrin Bauer, Kaija Ruck (DSHS)

Editors:
Anja Frings (GIZ), Dr. Karen Petry (DSHS)

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SUSTAINABLE DEVELOPMENT GOALS