

S4D Training Session SDG 13: “Global warming”

This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to environment \(SDG 13\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those environment-related competences.

Target Group	10+ years, mixed gender groups
Sport	Team activities & ball games
Duration of the session	60 min
Learning Objectives / Life Competences targeted throughout the session	<ul style="list-style-type: none"> • Responsibility: Children and youth recognise their responsibility towards the environment and what consequences their actions bear. They understand how to act sustainable and nature-friendly in order to protect the environment. • Critical thinking: Children and youth understand the consequences of climate change, what the role of communities, governments and companies are and how their behaviour can contribute positively. • Goal Orientation: Children and youth develop a commitment to promote climate action while setting personal goals to act sustainable and environmentally friendly in order to limit the global temperature rise to 2°C. • Cooperation: Children and youth learn the importance and positive effect of teamwork in terms of climate action and understand that joint efforts help to achieve the common goal of limiting the global temperature rise to 2°C.
Sporting Competences targeted throughout the session¹	<ul style="list-style-type: none"> • Motor competences: speed, coordination • Technical competences: running and dribbling, coordinating body movements accurately, balance • Tactical competences: quickly identifying the target/goal and develop a strategy individually or in cooperation with the team

Theoretical background information²

Climate change can be described as a shift in weather and temperature patterns around the globe. While this can be a natural phenomenon, humankind is the main driver for climate change through excessive release of gas emissions. These include carbon dioxide and methane, which can be released by burning fossil fuels, landfills of garbage or clearing land and forests. Consequently, gas emissions surround the world's atmosphere and raise the temperature by trapping the warmth of the sun. Temperature rise is only one of many issues that arise from climate change. Other issues include rising sea levels, droughts as well as severe flooding or fires. In places such as the North Pole, climate change is particularly apparent.

The carbon footprint is the overall value of carbon that an activity emits into the atmosphere. Carbon is emitted through various activities such as driving a car, cooking, or even buying clothes. All the activities you undertake can be calculated into your own carbon footprint. It is possible to reduce your carbon footprint by being mindful of your food consumption, amount of travel, and your waste management. With this [Carbon Footprint Calculator](#) you can calculate your personal carbon footprint. You will find more carbon footprint calculators for children online. Choose the one, you think will fit best for your target group.

¹ Please have a look into the S4D Activities, there you will find formulated learning objectives for the sporting competences.

² Useful sources for further information: [S4D Toolkit Topic Collection – Sport and Environment](#); [UN What is climate change?](#); [EU The carbon footprint](#); [Laureus Environmental Action Toolkit](#)

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Practical Session

Have a look into the [S4D Training Session Cycle!](#)



Welcome and Introduction (5 min)

- Gather the players in a team circle.
- Welcome the participants and create a pleasant setting and atmosphere
- **Have a look back to your last training session:** What happened after the last training session?
- **Have a look ahead to the upcoming training session:** What will happen in this session?
 - o Introduction of learning objectives
 - o Sensitisation for the topic

See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training”](#)

Warm up

Duration	10 min
Setting	Open field
Material, Equipment	Various items (bibs, cones, balls, etc.)
Activity & Description	<p>S4D Activity SDG 13 “Waste separation”</p> <ul style="list-style-type: none"> • Mark a square with four cones. Place the various items randomly in the market field. • Divide the group into two equal teams. • The task of each team is to collect the items as quickly as possible and bring them to the side-line, sorted! • The bibs have to be carried by two players, the balls have to be dribbled and the cones have to be balanced on the head. • The two teams have to fulfil this task one after the other. Keep the time of each team to see who is quicker.
Life Competences	Responsibility
Variations	<ul style="list-style-type: none"> • You can also let the teams collect and separate the items at the same time. The team which collected the most wins the game. • You can choose any task the participants have to do when collecting the items, for example, jumping on one leg to collect the cones.

All S4D Activities provide detailed information and exemplary reflection questions. It’s up to you if you will have a reflection directly after the activity and/or at the end of your training

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Main Phase

Duration	15 min
Setting	Marked off area on a field
Material, Equipment	Cones, Bibs, Ball (not too hard)
Activity & Description	<p><u>S4D Activity SDG 13 “Our Planet”</u></p> <ul style="list-style-type: none"> • Prepare six topic cards labelled "Nature", "Plastic", "Electricity", "Water", "Emissions" and "Waste". Each card has two questions written on the back. • Prepare 3-4 smaller cards per topic that you can hand out to the participants. • Place 6 cones in a rectangle on the field and put one of the topic cards underneath the cones. Make sure that they are still visible. • Hand one ball and one of the smaller cards to each participant. • Tell the participants to start dribbling the ball within the marked off area. When they meet another player, they have to swap their small cards. • When you shout out "storm", "heat", "flood", "clouds", "rain" or "sun" the participants have to look at their small card and dribble as fast as they can to the cone with the same topic. • In the case of extreme weather conditions (environmental disasters: "storm," "heat," "flood"), the group that arrived last at their cone must answer the question on the back of their topic card. • In normal weather conditions ("sun", "clouds", "rain"), the group that arrived first at its cone must answer the question on their topic card. • Each group has time to discuss the answers to the questions. After the questions have been answered, the game starts again. <p>Example Questions:</p> <ul style="list-style-type: none"> • Emissions: Everyone wants clean air to breathe, but how can the polluted air be improved? How do you get to school in the morning? (Car, bus, walking, bicycle etc.) • Waste: Why is coal-based energy bad for the environment? Do you know how garbage is separated in your country? How do you think you can produce less waste? • Plastic: Why is plastic harmful for the environment? Do you have any ideas how to use less plastic? • Forest: Which negative effects does the construction of more and more roads and buildings have on our environment? Do you know why trees are so important for us humans? How do you think they can be protected? • Water: How can you save water? The sea and rivers are very important for us humans and animals. How can you protect the sea, rivers and lakes from waste and pollution? • Electricity: Do you have an idea how you can save electricity? What is renewable energy? Give examples.
Life Competences	Critical thinking
Variations	<ul style="list-style-type: none"> • The game can be played with any other ball, e.g. basketball, handball etc. • More questions and topics can be added.

All S4D Activities are flexible in terms of use. For example, a warm up activity could become the main part. Additionally, one can freely choose and change the Life competence the activity should target.

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Duration	15 min
Setting	Marked off area on a field
Material, Equipment	Cones, Bibs, Ball (not too hard)
Activity & Description	<p><u>S4D Activity SDG 13 “Magic Forest”</u></p> <ul style="list-style-type: none"> • Mark a square with four cones and place the other cones randomly in the marked square. The square symbolises a forest and the cones are the trees standing in it. • Divide the players into two teams (team environmentalists in red and the dangerous deforestation team in blue). • The deforestation team is clearly in the majority. They try to pass the ball to hit the cones, trying to cut down as many trees as possible. • The environmentalists can replant the cut down trees by putting the cones back in place. • The deforestation team tries to cut as many trees as possible in 60 seconds, but they may not touch the tree itself. • The environmentalists can replant the trees by replacing the cones that have been hit, but they may not defend any tree. • After 60 seconds, the felled trees are counted and then the deforestation team becomes the environmentalists. • In the end, the team of environmentalists with the fewest trees cut down wins.
Life Competences	Goal Orientation
Variations	<ul style="list-style-type: none"> • If no balls are available, you can play the game with your hands only. • You can play this game with any other ball, e.g. handball, volleyball, rugby, netball etc.

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Cool Down

Duration	10 min
Setting	Open field
Material, Equipment	4 blankets (or 4 flipchart papers or similar), 5 cones
Activity & Description	<p><u>S4D Activity SDG 13 “Polar bear breakfast”</u></p> <ul style="list-style-type: none"> • “We are consuming too much energy all over the world, the climate is getting warmer and the ice at the North Pole is beginning to melt. This makes life more difficult and dangerous for the polar bears. That’s why polar bears are one of the most endangered animals on our planet.” • The story for the game is the following: “Eddie is a young Polar Bear who lives on the Island of Svalbard, which is very near to the North Pole. Every morning when Eddie wakes up, his mom takes him and his siblings for breakfast on a nearby ice shelf. They say they have the best seal sushi in town there and Eddie loves seal sushi a lot. But what he doesn’t like is getting there. Grandpa says that when he was young, they just walked over the ice to get there. Now there is a lot of water between their home and the ice shelf, and they need to take what his mother calls the Polar Bear Subway, or in other words they must jump from one little ice shelf to the next until they arrive. Hopefully they’ll make it to the Ice Shelf Bar before Pritha and her family arrive because otherwise the best seal sushi will already be gone. And hopefully Eddie doesn’t fall into the water again because the water is sooooo cold and he is not a good swimmer yet.” • Mark a starting and end line with the four cones approx. 10-15m apart. Place another cone in the middle of the two lines. • Divide the group into two teams. • Each team gets two blankets, which represent the floats. • Now both polar bear families have to cross the water with the two ice floats. • When the teams reach the second cone, part of the ice has melted, and the blanket must therefore be folded in the middle. Only then can the teams continue. • The teams are not allowed to touch the water. If one of the team members touches the water (floor), the whole team has to start from the beginning. If they have reached the middle cone, the team is allowed to start from there. • The first team reaching the end line wins the game and the polar bear breakfast can begin.
Life Competences	Cooperation
Variations	<ul style="list-style-type: none"> • Depending on the group size more cones can be placed between the starting and end line, so the blanket has to be folded again. • Depending on the group size you can choose smaller blankets or flipchart papers. • You can give additional tasks to the participants, for example, there are two baby polar bears in the family that have to be carried and are not allowed to touch the floor. Or one to two injured polar bears that can only stand on one leg.

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Have a look into the [Reflection Guidelines!](#)

All questions are examples; feel free to ask other questions if you want to!

	<p>Reflection (10 min)</p> <ul style="list-style-type: none"> - 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. - Ask whether the session was good and which part of the session was most interesting/ fun. - Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. <ul style="list-style-type: none"> o You can ask more specifically about what they have learned about climate change and the risks of global warming.
<p>STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities</p>	<ul style="list-style-type: none"> - Which activity of the session did you like/not like? Why? - How did you separate the “waste” during the warm-up? Which criteria did you follow? - How did you find the correct answers to the questions on the cards? Did you already know the answers? - What question/topic was the hardest to answer and why? - What was your strategy in fighting the dangerous deforestation team? Did you achieve your goal? - What would you do differently next time in order to achieve the goal? - What was your strategy in getting to the finish line during the cool down? What difficulties did you encounter? - How did the team work together?
<p>STEP 2: Connect Make a connection to daily-life situations</p>	<ul style="list-style-type: none"> - Which topics being part of the activities are influencing global warming? (waste, water & electricity usage, deforestation etc.) - How do they contribute to global warming? - Which of the solutions that you suggested in response to the question cards are you already implementing at home? - What is your role in preserving the environment? How does your behaviour impact global warming? - Why is it important that everyone on the planet practices environmentally friendly behaviour? - What should the common goal of the global community be in terms of saving our planet?
<p>STEP 3: Apply Ask them about specific Actions</p>	<ul style="list-style-type: none"> - What changes can you make in order to be more environmentally friendly yourself? Look critically at your own daily habits (e.g. waste separation, using electricity and water). - What changes do you think the community could make in order to be more environmentally friendly? - How can you motivate others to become more environmentally friendly? What can be an incentive?
<p>STEP 4: Action Agree with the participants on a specific action/task to fulfil until the next session</p>	<ul style="list-style-type: none"> - Check your own carbon footprint with a calculator: What is your score? How many earths are needed living the way you live? - Make a list including 3 easy actions you are willing to change in your personal behaviour to become more environmentally friendly. Try to implement at least one until next session (e.g. picking up waste on your way to school). - Saving our planet starts by keeping it clean. Start a clean-up group with your friends and family. Choose an area in your neighbourhood that is often littered with garbage and designate 1 to 3 hours to collecting it. Count how many bags you filled and if possible, take pictures to present in the next training session.

Have a look into the different S4D Activities, there you will find more examples!