

# ***SPORT FOR ENVIRONMENT CAMP***

*Enhancing Environmental Awareness,  
Promoting Responsible Behavior  
Through Football*



**24 - 26 May 2019,**  
Van Rhyn Primary School, Windhoek, Namibia



Sport is a language that is spoken and understood all around the world. In societies, sport fulfils important functions of bringing people together to compete for a set price.

Sport values such as fairness and respect can serve as examples for a way of life and thinking that builds on sustainable societies and supports an equal sharing of resources.

Reinforcing competencies and values such as teamwork, cooperation, fair-play and goalsetting, sport can teach and practice transferable skills which can change the way we think and work towards a sustainable future.

Coaches of the Bundesliga Team TSG Hoffenheim, EduVentures and GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development organized the Conservancy Cup with schools from conservancies in Rundu last year. This year the Conservation Cup including the Sport for Environment Camp is hosted in the capital city, Windhoek at the Van Rhyn Primary School.

**This manual serves as a guide and support material for the use of different activities that can be implement for environmental education and sport activities.**



# ACTIVITY PAGES

**Climate Change Exhibition**

**Drumming Circle**

**Water flow**


**Balance of Nature**

**Madulas Farm**



## ACTIVITY

# CLIMATE CHANGE EXHIBITION



Climate Change is real and the effects are mostly felt in developing countries particularly Namibia. Namibia has been singled out as one of the countries vulnerable to climate change due to its arid environment and frequent droughts. In order to tackle the issues associated with Climate Change. The public needs to be aware thus education is key. One of the mediums introduced to solve this situation is the exhibition titled 'Changing Climate Changing Namibia'.



### OBJECTIVES

With this exhibition we share information about the reality of Climate Change and the implication thereof for Namibia. However, we also highlight the way in which organisations and individuals, by predicting the possible impact of Climate Change, can make changes and adapt their lifestyles and economic activities to reduce the effect of Climate Change. In this sense Namibia is committed towards reducing the impact of Climate Change and supports the international campaign to combat the causes of Climate Change by taking action.



### GETTING READY

The group is gathered in front of panel one where we start with a welcome and introduction to the CC Exhibition and its team and sponsors. At this panel we also begin with the actual presentation of all the 12 panels. The panels are easy to unpack and are ready immediately for display setup. The themes of the panels have been designed in such a way that one best understands the subject, with in-depth information supported with colourful illustrations, graphs/tables and images by following the right sequence of the panels.



### DOING THE ACTIVITY

The presentation is held by one of our creative team members who with a lot of enthusiasm engages visitors with a positive attitude to gather around and takes them through the exhibition. During the presentation, visitors are encouraged to speak, ask questions or give their supporting comments if they wish to do so. The stamps are specifically designed to support the exhibition for people to confirm that they truly have visited every panel. Each stamp signifies the completion of each panel station.

At the end of the presentation each visitor receives a sticker as a token of thanks for their support but also as a reminder to always take action in the climate change fight.



### SAFETY

Wind / rain protected area

Follow correct setup functions with the display panels



### TARGET GROUP

all groups & grades

### SKILLS

observing, formulating questions & solutions, taking action

### TECHNOLOGY CONNECTION

amplified sound mic & speakers

### MATERIAL

6 double sided 2m x 2m display panels  
exhibition booklet (guide)  
6x exhibition theme stamps  
pledge stickers  
booklet for registry

+25x pens

### TIME PREPARATION

30min

### ACTIVITY

45min - 1 hour

### RELATED ACTIVITIES

supplementary activities in the comprehensive guide to the cc exhibition.

the exhibition can be booked and adapted for





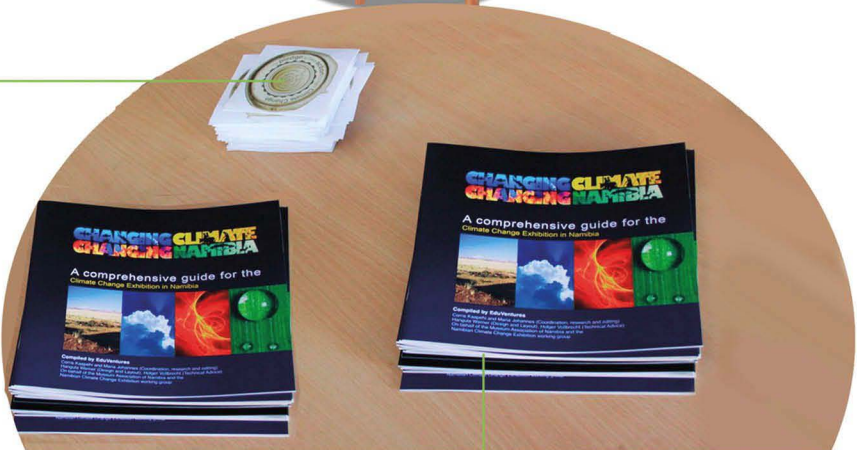
## DOING THE ACTIVITY



Display panel  
2-sided



Stickers



Comprehensive Guide booklet

## ACTIVITY

# WATER-FLOW

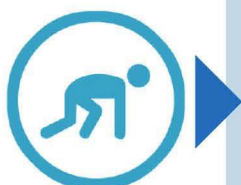


This is a fast passed game that challenges participants to move water from one point to another. The team has to cooperate, communicate and interact in order to not lose too much water in the process of transporting it through different means. The aim of the station is to be as fast as you can and to save as much water as possible. For both variables the team gets points.



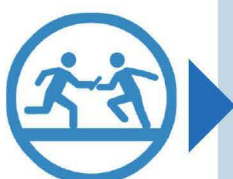
### OBJECTIVES

- Improve communication skills and overcome challenges together
- Learn to care for and to preserve water
- Improve physical energy
- Understanding team-play



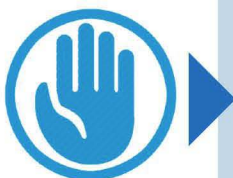
### GETTING READY

- Divide the team into 5 groups with two players each.
- Place all equipment needed in position
- Choose the right players for the fitting task.



### DOING THE ACTIVITY

- Each point allows the stationed team members to transfer or transport the water through means of using the given tools.
- The station has five different tasks, each carried out by two people.
- The aim is always the same. Be fast and lose little water.



### SAFETY

- No use of glass materials and/or sharp objects.



### TARGET GROUP

school and school clubs, teachers and community members

### SKILLS

physical agility

### TECHNOLOGY CONNECTION

none

### MATERIAL

permanent plastic cups, recycled bottle halves, bucket, spoon, sponge, scoops etc

### TIME PREPARATION

10min

### ACTIVITY

30min





## DOING THE ACTIVITY



### Task 1:

There is a container with four liter of water. The first two people have to bring the water from this container to the next bucket by selecting from different small containers.

### Task 2:

Once the first two have filled water in the second canister, task two can start. These two people have to chose between different sponges. With the sponges they suck up the water from the canister and bring it to the next container.

### Task 3:

As soon as there is water in the third canister, that three can start. This task is the same as last one, but it is more difficult. The two people have to chose between different small cups and start running to the next canister. But! They both have to dribble a ball while transporting the water in a cup. To be able to fill the water in the container, they have to score a goal at the end.

### Task 4:

After group three had the first run, task four can start. This task is about bringing the water with a plastic bag from one canister to the next. There are holes in the plastic bags, which permanently lose water. Therefore you have to be very quick, to not lose unnecessarily more water than necessary.

### Task 5:

In the final task, the two people are bound together by the hands. With their hands tied, they both have to fill their cups with water at the same time. The other hand may not be used throughout the station. Once they have water in their hands, they can start and run to the last canister. But even here it is not easy. Because in addition, they have to pass a ball between themselves.

All tasks are repeated until the containers are empty and only the last canister contains water. So task one starts first and ends first. In the end we'll sum the points together, depending on time and saved water.

# ACTIVITY

## DRUMMING CIRCLE

A “facilitated” drum circle is a form of group drumming. This activity is relevant in any work situation that involves a group of people that have to work in a team. The drumming is done based on environmental issues and football exercises. This activity consists of two sections (section1 environmental exercise, section 2 football exercise)



### OBJECTIVES

- Feel motivated
- Improve communication skills and mental clarity
- Mood enhancement
- Physical energy
- Team building



### GETTING READY

- Simply put a series of chairs and drums in a circle.
- Make every one seat around the drums.
- Facilitator instructs participants on what to do based on environmental issues or any given topic.



### DOING THE ACTIVITY

- Facilitator takes over in the beginning
- Everyone is seated in the same drumming circle with drums, instructor marks an extra circle outside the drumming circle on the ground, around the drumming circle (Draw this circle with a stick or any white powder) 4 – 5m away from the drumming circle.
- Several assistants may be necessary to facilitate groups comprised of young children and persons with disabilities.



### SAFETY

- Participants must comply with the instructor all time.



### TARGET GROUP

school and school clubs, teachers, public ,social groups

### SKILLS

listening  
ball control & throwing

### TECHNOLOGY CONNECTION

might need sound (if necessary)

### MATERIAL

djembe african drums that can compliment  
chairs  
soccer balls  
chalk powder  
any musical instrument

### TIME PREPARATION

30min – 1hour

### ACTIVITY

1hour

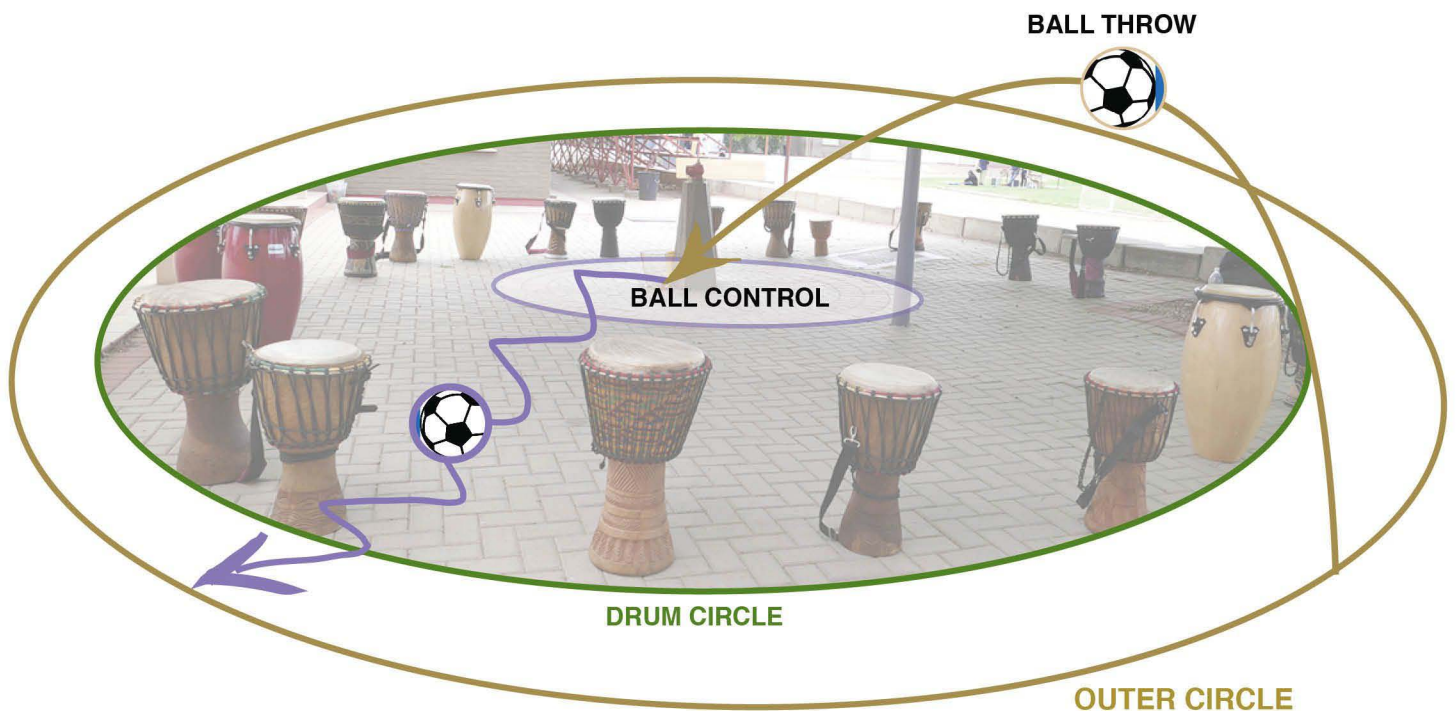
### RELATED ACTIVITIES







## DOING THE ACTIVITY



### WARM UP

Just like any sports starts with hand warm ups, hand claps, hand twisting.

### INTRODUCTION

Short Introduction to drum sounds.

Instructor then introduces renewable energy as a topic.

Instructor shouts out a bad or good energy source, for a bad call the drummers respond with a different beat, for a good energy sound drummers respond with a different beat.

The aim is to create a specific rhythm with the drums while responding to the calls (repeat these 4 times, till everyone gets it right).

### Ball throwing & control

At this moment, you will have 8 learners seated and drumming, 1 learner stands in the center of the drumming cycle, while 1 learner stands outside at the outside circle.

The learner outside the drumming circle starts by throwing the ball to the learner in the center of the drumming circle.

The learner in the center dribbles the ball outside, while the learners outside run to take a seat at the same time, then one of the seated learner goes to the center, and it goes on like that till everybody had a chance to do so.

The rest of the participants are drumming the same renewable energy beat.

# ACTIVITY

## BALANCE OF NATURE

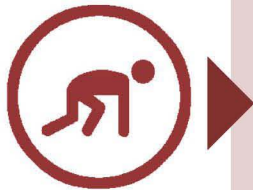
All species in the ecosystem have niche and roles which help to keep the balance in nature. This relates to various events working together for a specific outcome. The game aims to bring awareness to participants that nature has a way of balancing itself through natural disasters such as drought and floods to control species. In addition, there are good events such as good rainfall years which increase species. The same can also be true for a group of people working together as a team to achieve desired results.



### OBJECTIVNESS

To understand the balance and functioning of nature and realising those events act in unison to achieve a certain outcome.

The idea behind the game is to make the right decision and improve shooting and dribbling skills and every time the kick and choice of event is executed correctly, the team gets one point for each.



### GETTING READY

1. Scatter ten cones representing environmental events
2. Each cone will be coded to represent each event for selection during the dribble and kick.
3. Read out the rules and instruction for playing the game to the participants.
4. The teams get maximum 1 min to orient to the topic and scenario.



### DOING THE ACTIVITY

1. Everybody gets one choice and one kick per person.
2. 30 seconds to deliberate on the problem before dribbling and executing the kick.
3. If time is up, a team loses the opportunity and therefore a chance for a point
4. Distances between scattered cones 5m.  
The distance can be ranged differently depending on situations and skill level.



### SAFETY

Minimum expectation is a field ground that is level and smooth  
Proper sports and correct footwear.



### TARGET GROUP

teams, coaches, conservancy members, school clubs and other groups

### SKILLS

team work, decision making, formulating question and finding solution to problems

### TECHNOLOGY CONNECTION

amplified sound  
Mic & speakers if necessary

### MATERIAL

20 cones  
4 soccer balls  
Game cards

### TIME PREPARATION

30min

### ACTIVITY

30min - 1hour

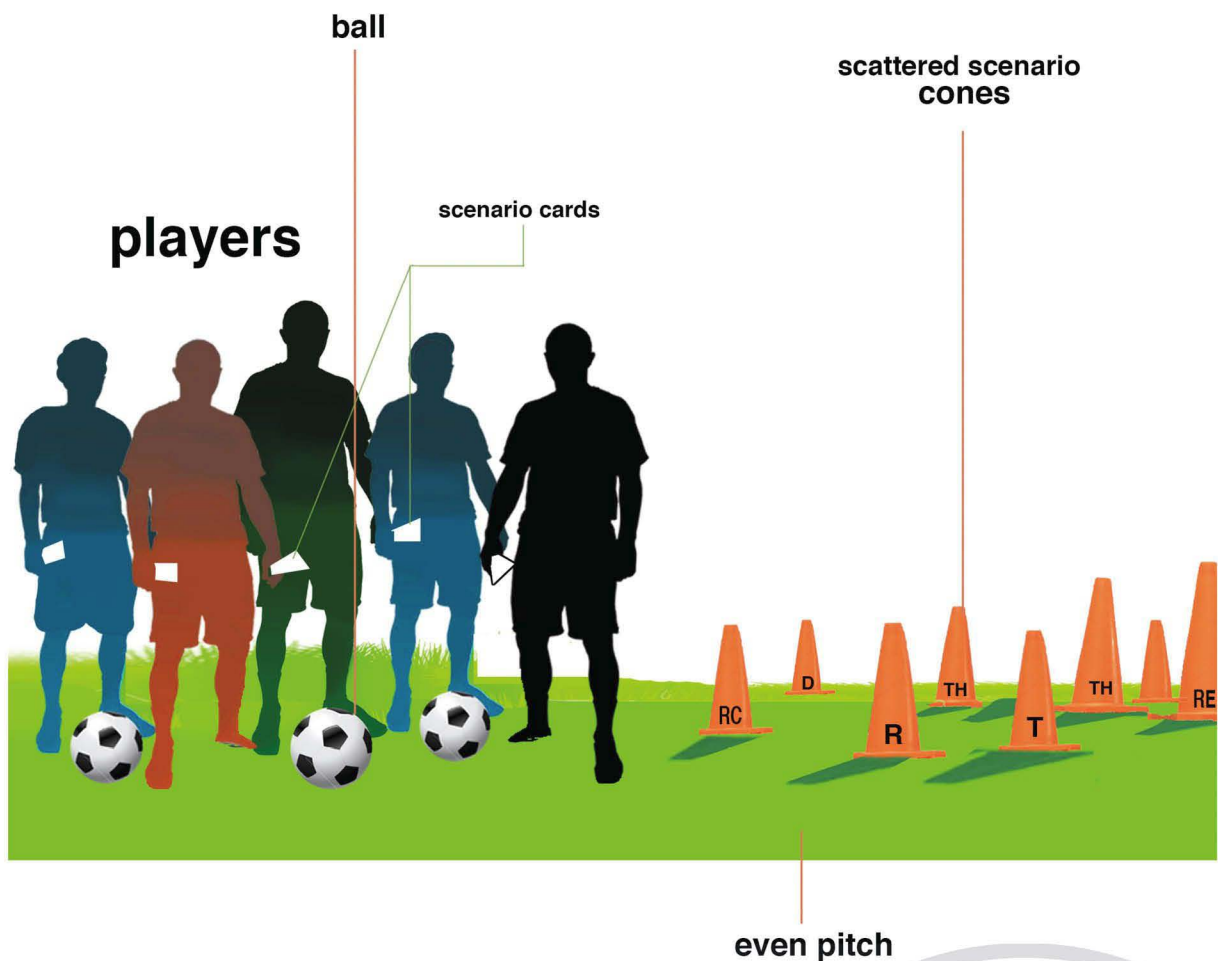
### RELATED ACTIVITIES





## DOING THE ACTIVITY

1. Once they are ready and willing to start the game, the facilitator can start reading the first question and give 30 seconds to the participant to deliberate the question before selecting dribbling and executing their kick to the selected target (cone).
2. Read out the event of related to the select target (cone) and award points on the scale regarding outcome of that event.
3. Continue playing the game by reading out the next question and awarding time to think of the scenario until ten participants have had time to execute their choice.
4. To conclude the game, the team's number of points is based on the amount of correct choices made and accurate football executions.



# ACTIVITY

## MADULAS FARM



This board game tells the story of the Madulas family who live in a typically African, rural setting and was developed by Share – Net South Africa. It was initially developed as a resource for supporting environmental education new teaching pedagogics. The game shows a number of problems that the family face such as inadequate sanitation, a lack of clean water and soil erosion.



### OBJECTIVES

The cards are used to build the overall picture that illustrate particular environmental issues and information about the issue thus, participants are required to highlight and understand environmental issues and encourage discussion and thereby support language development.



### GETTING READY

- Gather as a group together
- Shuffle and hand out the small cards to each team member.
- Place two cones representing a goal at the front of the playing area.
- Read out the rules and instruction for playing the game to the participants.
- The teams get maximum 5 mins to orient, arrange and get set.



### DOING THE ACTIVITY

1. One kick per person
2. Two minutes to deliberate on the problem before kicking
3. Once the time is up the team loses the opportunity and a chance for a point
4. Distances: between cones (5m), spot kick (10m). The distance can be ranged differently depending on situations. Or all cones are distributed scattered around the field.



### SAFETY

All players should be aware that collisions might occur, therefore correct sports or football gear is advised



### TARGET GROUP

it is also suitable for a wide range of ages and language abilities

### SKILLS

this activity develops team work, decision making, formulating question and finding solution to problems facing communities

### TECHNOLOGY CONNECTION

### MATERIAL

- chairs for every participant
- picture building cards
- wall to paste the cards
- boistic, balls

### TIME PREPARATION

10min

### ACTIVITY

30min - 1hour

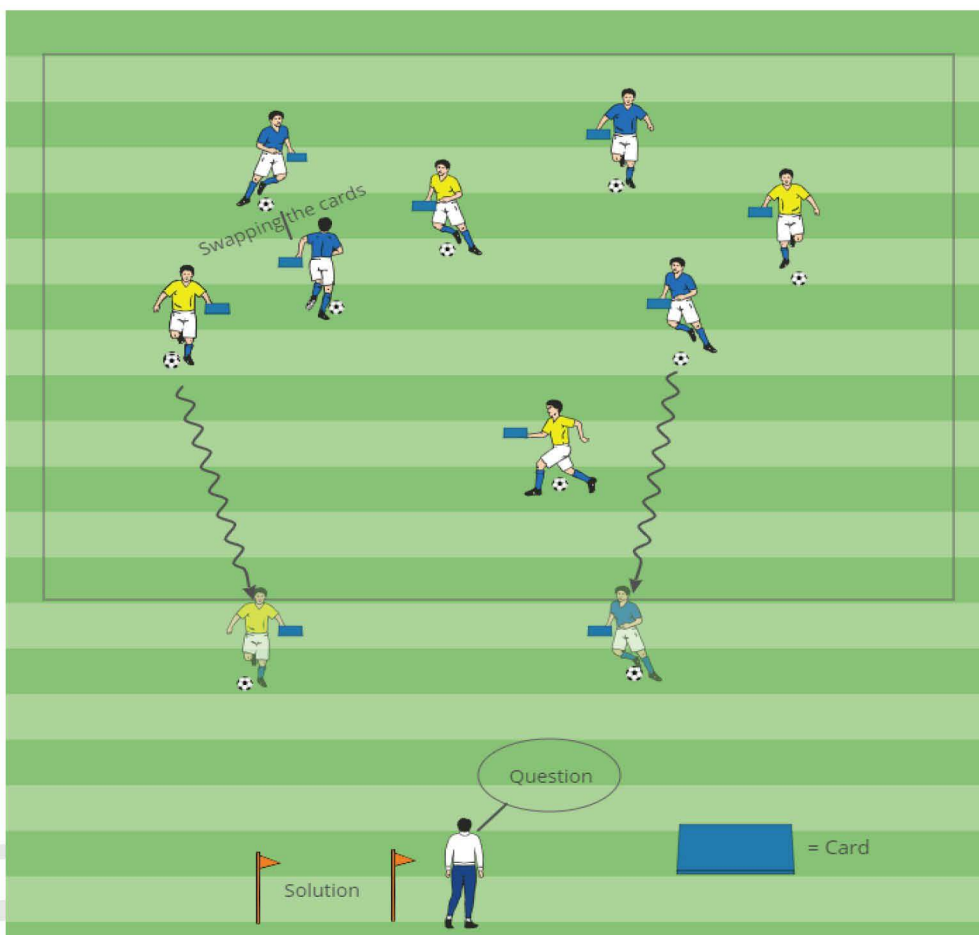
### RELATED ACTIVITIES





## DOING THE ACTIVITY

1. Once they are ready and willing to start the game, the facilitator should read out the first question to the participants.
2. The person in possession of that correct card that moment grabs their ball and run to the beginning line point to shoot the ball into the goal made of cones.
3. The correct card can then be placed on the image puzzle.
4. Facilitator should evaluate if the card is correct and if not correct.
5. Facilitator should read out more notes on the back of the card and discuss before placing it on the puzzle board on the flip-chart to form the complete picture.
6. Facilitator should award a point to the correct player. Continue with the questions until the picture is complete.





# Environmental Olympics

**Waterquiz**

**Level Shooting Jeopardy**

**Memory**

**Football Professor**

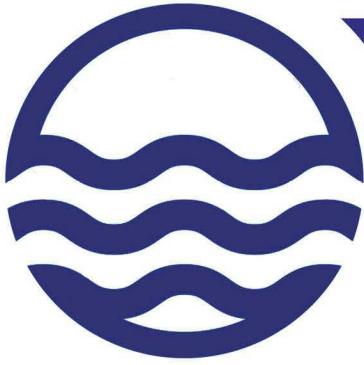
**Passing Machine**

**Activity**



## ACTIVITY

# WATER-QUIZ



### OBJECTIVES

You have an empty 5 litre canister and an empty 3 litre canister. You can fill and empty them as often as you want.

Figure out, how to redistribute the water to get to 4 liter.

You get points for finding the right solution and for each right step.



### GETTING READY

- Group up and come up with a solution on how to get to 4 liter.
- Then decide on a player for the water position. He will just fill up the canisters the whole game.
- Allocate two people of the group who will stay at the water point to run back with the full canisters. Think about, who are the strongest among you to carry a five litre canister.



### DOING THE ACTIVITY

Attention:  
There is no way to estimate the water.

You have to find the solution based on the 5 liter and the 3 liter canisters. If you need to empty a canister, one player has to run back to the water point and empty it there.

Only then can he return with the empty canister to the group. Under no circumstances you are allowed to discard the water just next to you.



### SAFETY

No glass containers to be used  
Please note that players may get wet at this activity.



### TARGET GROUP

suitable for a wide range of age groups, Students, teams, etc

### SKILLS:

develop team work, decision making, formulating questions and finding solutions

### TECHNOLOGY CONNECTION

### MATERIAL

Buckets  
5l, 3l

A big water container more that +-10l  
Cones  
Balls

### TIME PREPARATION

5min

### ACTIVITY

20min - 1hour

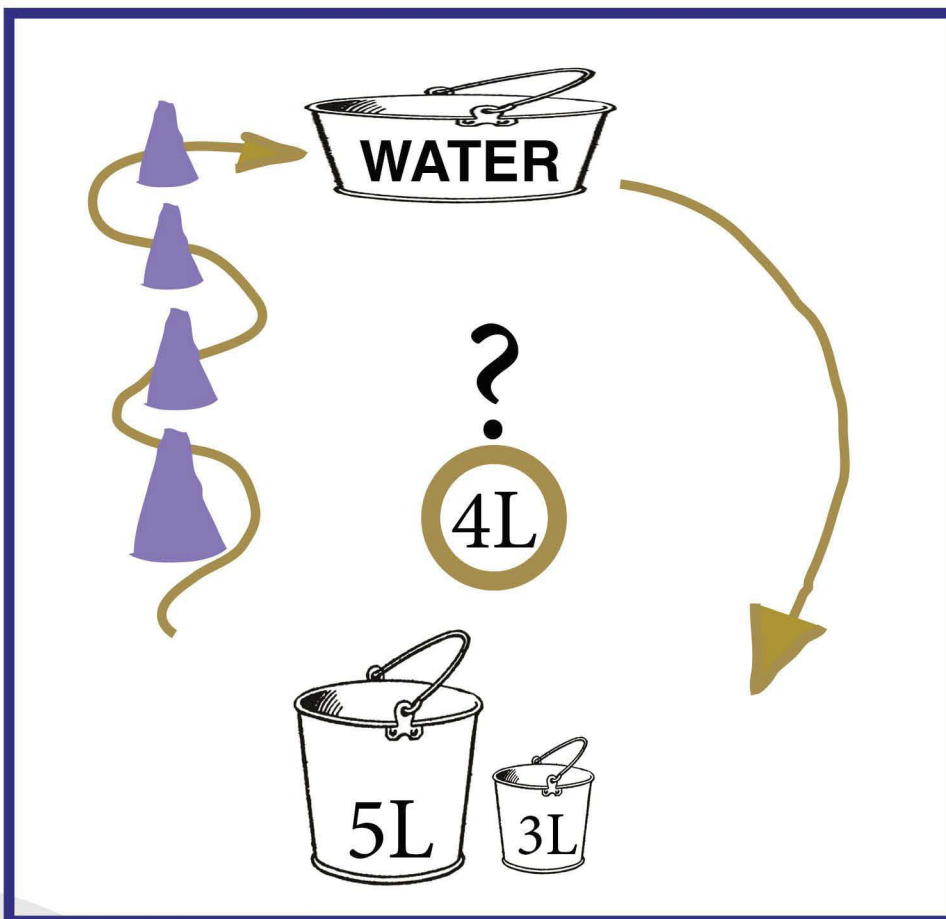






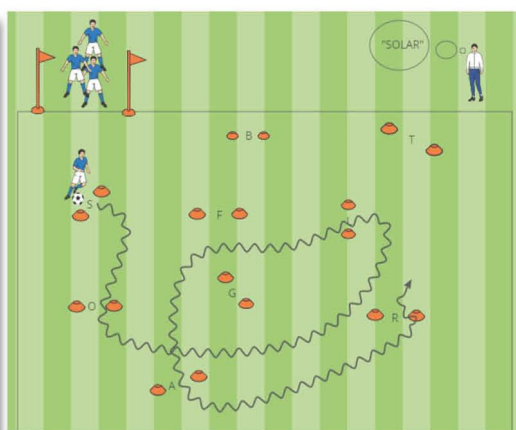
## DOING THE ACTIVITY

- Decide who of you goes first with one of the canisters to fill it up. The player has to dribble around the cones with the empty bucket – to the water point.
- At the water point he/she gives the empty bucket to the water player and runs back to the group.
- The water player fills up the water canister and gives it to one of the two strong players.
- The strong player runs back to the group with the full water canister. He gives it to the group and runs back to the water point.
- The group now tries to figure out how to redistribute the water to get to 4 liter.



## ACTIVITY

# LEVEL-SHOOTING JEOPARDY



## „Words - Dribbling“



### OBJECTIVES

Learning target improve dribbling skills, teamwork, creativity

The task is to form a word by dribbling through the right cone gates.



### DOING THE ACTIVITY

The task is to form a word by dribbling through the right cone gates.

One cone gate stands for one letter of the alphabet (the letter is attached to the cone).

The game is played in the form of a relay. In the first round the coach defines a term which the player have to “dribble”.

The team gets one point for every correct word dribbled. In the second round the players may form their own words which have an environmental reference.



### TIME

20min - 1 hour



### MATERIAL

Balls, cones, letters from the alphabet, Environmental Words

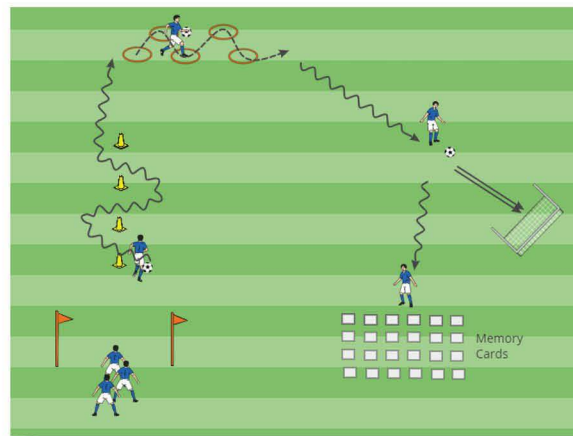


### SAFETY

Wear proper sports gear.

# ACTIVITY

## MEMORY



### „Words - Memory“



#### OBJECTIVES

Improve coordinative abilities, memory and association of environmental terms and topics



#### DOING THE ACTIVITY

1. The first player runs through the course and may turn over one memory card at the end. He/ she takes the card with him and then high-fives the next player, who is then allowed to start on the course. Meanwhile the rest of the team has to cluster the memory cards by topics.

2. The first player runs through the course and may turn over two memory cards at the end. The task is to find two memory cards, consisting of a picture and a term that belong together. If the player has revealed the correct pair of cards, the cards may remain face up and the team gets one point. If he has uncovered the wrong pair of cards, he must turn them over again. After that he high-fives the next player, who is then allowed to start on the course.

3. The first player runs through the course and may turn over two memory cards at the end. The task is to find two memory cards, which are contrary (for example “coal energy” and “solar energy”). If the player has revealed the correct pair of cards, the cards may remain face up and the team gets one point. If he has uncovered the wrong pair of cards, he must turn them over again. After that he high-fives the next player, who is then allowed to start on the course.

The game is played in a relay. Three rounds are played:



#### TIME

20min - 1hour



#### MATERIAL

Balls, cones, memory Cards



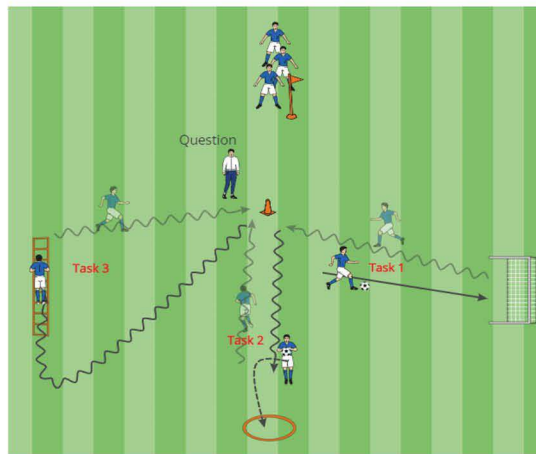
#### SAFETY

Wear proper sports gear..



## ACTIVITY

# FOOTBALL PROFESSOR



### OBJECTIVES

Improve coordinative abilities and technical skills, learn about football & environment



### DOING THE ACTIVITY

The game is played in a relay.

The first player tries to fulfil all three tasks of the "football professor" by shooting at the monitor, throwing the target and coordinate a task. He/she is then allowed to answer a question posed by the coach.

For a correct answer the group gets one point. The next player is then allowed to go.



### TIME

20min - 1 hour



### MATERIAL

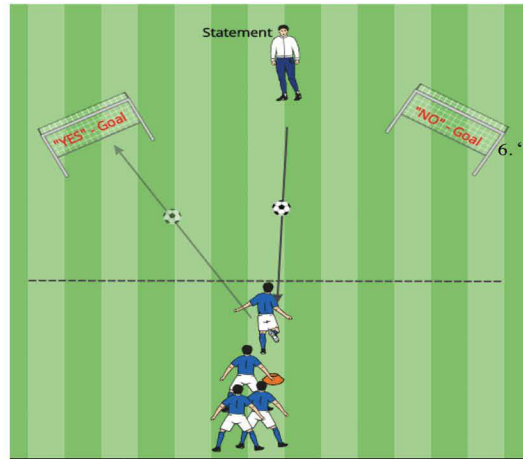
Balls, cones, Environmental Questions



### SAFETY

Wear proper sports gear.

# PASSING MACHINE



OBJECTIVES

Improving passing skills, decision making and knowledge about environmental issues



DOING THE ACTIVITY

The game is played in a relay.

All balls are placed by the coach, who stands between the two mini goals.

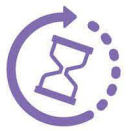
The first player starts at the cone and is asked a “yes-no question” by the coach.

The coach then plays the ball to the player, who has to answer the coach’s question by a pass / shot on one of the two mini goals.

One goal stands for the answer “YES” and one goal for the answer “NO”.

If the ball has been passed into the right goal, the team scores one point.

Then it is the turn of the next player.  
20min - 1 hour



TIME

20min - 1 hour



MATERIAL

Balls, cones, Mini Goals, Environmental Statements

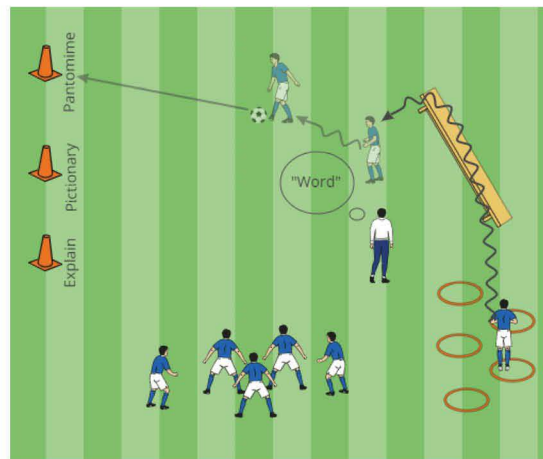


SAFETY

Wear proper sports gear.



# ACTIVITY



## OBJECTIVES

learn how to explain (verbally; by acting out; by drawing),  
improve knowledge about environmental topic and coordinative abilities



## DOING THE ACTIVITY

The game is played in a relay.

After finishing the player is told a word by the coach.

The player can decide whether to pantomime, explain or paint the word by shooting the respective cone. If the group names the right term, they get a point.

Then it's the next players turn.



## TIME

20min - 1hour



## MATERIAL

Whiteboard, pencils, Environmental Words  
Execution

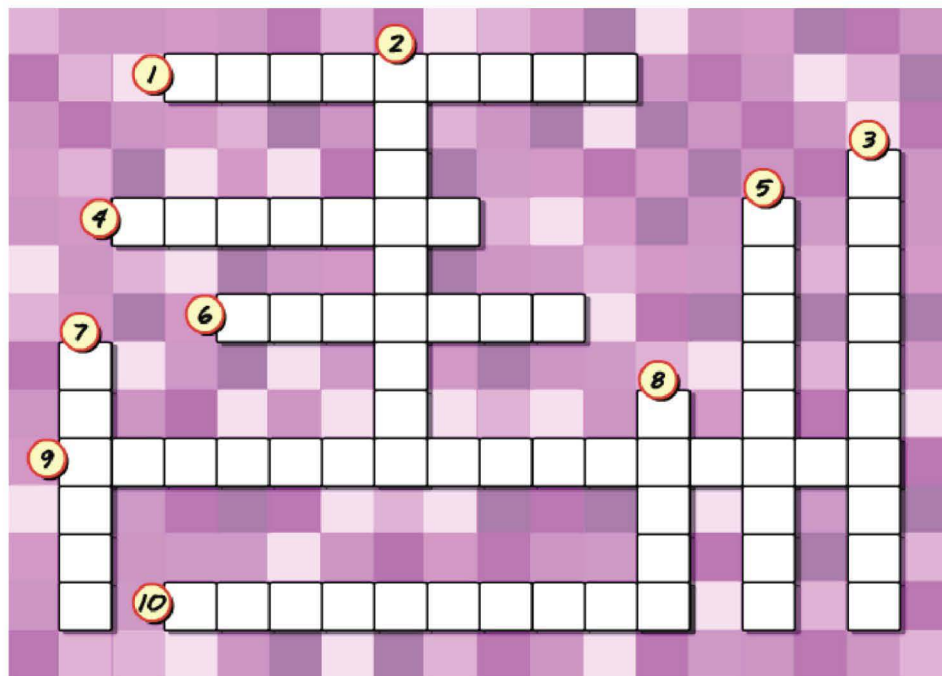


## SAFETY

Wear proper sports gear.

# CROSSWORD

## CLIMATE CHANGE & GLOBAL WARMING



- 1 Carbon .....: an individual's or organisation's total output of carbon dioxide and other greenhouse gases caused by their everyday actions
- 2 Damage caused to water, air, etc. by harmful substances or waste
- 3 Carbon .....: the process of reducing the carbon emissions of an individual or organisation by investing in projects which reduce the output of carbon dioxide
- 4 To collect and treat rubbish to produce useful materials which can be used again
- 5 When gas, light, heat etc. are sent out or released
- 6 Carbon .....: living in such a way as to cause as little damage to the environment as possible
- 7 Power obtained from sources such as coal, oil or water
- 8 ..... sea level: increase the height of the ocean
- 9 A person who wants to protect the environment from being damaged by human activities
- 10 The ..... effect: an increase in the amount of carbon dioxide and other gases in the atmosphere which the majority of scientists think causes global warming

## ACTIVITY

# CLIMATE CHANGE & GLOBAL WARMING QUIZ

1. Carbon dioxide, methane and ozone are all examples of 'greenhouse gases' which trap heat in the Earth's atmosphere. **True / False**
2. Water vapour and clouds in our atmosphere also contribute to the 'greenhouse effect'. **True / False**
3. If we could remove all of the greenhouse gases from the Earth's atmosphere our planet would be a better place. **True / False**
4. Scientists have only been aware of global climate change for about 50 years. **True / False**
5. Planet Earth's climate did not change for hundreds of millions of years until humans started burning fossil fuels. **True / False**
6. Fossil fuels such as coal, oil and gas are formed from the remains of animals and plants that died millions of years ago. **True / False**
7. Global warming will mostly affect humans and not animals. **True / False**
8. Coal burning power stations (which generate electricity) are responsible for most of the man-made carbon dioxide in our atmosphere. **True / False**

1. Carbon dioxide, methane and ozone are all examples of 'greenhouse gases' which trap heat in the Earth's atmosphere. **TRUE**
2. Water vapour and clouds in our atmosphere also contribute to the 'greenhouse effect'. **TRUE** *In fact, water vapour is responsible for more of the greenhouse effect that warms our planet than any other gas.*
3. If we could remove all of the greenhouse gases from the Earth's atmosphere our planet would be a better place. **FALSE** *Without greenhouse gases our planet would not be warm enough to support life. The gases only cause problems when they become too concentrated.*
4. Scientists have only been aware of global climate change for about 50 years. **FALSE** *It was around 200 years ago that scientists first began to suspect that the Earth's climate had changed many times in the past.*
5. Planet Earth's climate did not change for hundreds of millions of years until humans started burning fossil fuels. **FALSE** *The Earth's climate has regularly changed over its 4.5 billion year history.*
6. Fossil fuels such as coal, oil and gas are formed from the remains of animals and plants that died millions of years ago. **TRUE**
7. Global warming will mostly affect humans and not animals. **FALSE** *Scientists predict that in this century global warming will be the main cause of animals becoming extinct. A global temperature rise of just 1.5°C (1.8°F) could put a quarter of all species at risk!*
8. Coal burning power stations (which generate electricity) are responsible for most of the man-made carbon dioxide in our atmosphere. **TRUE** *It is estimated that coal burning power stations are responsible for around 40% of all man-made carbon dioxide in our atmosphere.*



# CROSSWORD

Find the words provided at the bottom to complete the crossword puzzle.

H 2 E D I X O I D N O B R A C  
 E D E T A M I L C E E 2 A V L  
 A W A H T E K H T E M O S T T  
 T I Z G T Y P L A N S A L E H  
 P N M L N R D U O 2 G T E M E  
 2 O L A G W A V I E P L U P I  
 G L A C I E X E S N P 2 F E 2  
 O P H I O 2 A U A A N O L R O  
 C Y O E 2 X O V H H 2 P I A R  
 K 2 B R E H R U E T O E S T E  
 C O D S N W A V O E H 0 S U H  
 N C 2 E 2 O P B 2 M Y F O R T  
 A P E A O G C O P L A N F E A  
 L R S G L A C I G P 2 O W C E  
 G A R C O A L E P L A N E V W

CARBON DIOXIDE

CLIMATE

COAL

FOSSIL FUELS

WEATHER

EARTH

GREENHOUSE GAS

GLACIERS

CO<sub>2</sub>

METHANE

TEMPERATURE

HEAT







