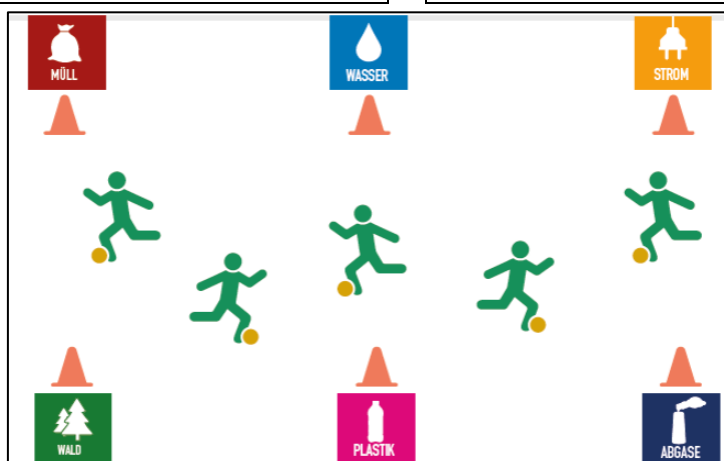


# S4D Activity SDG 13: “Our Planet”

This S4D Activity example shows how sport can be used to strengthen critical thinking in the context of environmental issues. More teaching and learning materials (manuals, training session etc.) related to the topic of “Sport and Environment” can be found [HERE](#).

Category S4D Activity <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball Game	Main Part	20 min.	10 years +	Open field	Ball for each participant, 6 cones, 6 prepared topic cards, prepared sustainability cards for each participant

S4D COMPETENCES <sup>2</sup>	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: <b>Critical Thinking</b>	<b>Motor competences:</b> Speed, coordination <b>Technical competences:</b> Running, dribbling <b>Tactical competences:</b> Quickly identify their position on the field and the target they need to get to
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... recognise the consequences if climate change is left unchecked. ... critically reflect their own role, as role models, and how their own behaviour can contribute to combat climate change. ... take necessary actions to address the impacts of global warming and vastly increase their efforts.	<i>After the training session children/youth are able to:</i> ... quickly identify their position on the field. ... dribble fast to the target they need to reach. ... dribble fast around other players.



Description
<ul style="list-style-type: none"> <li>Prepare six topic cards labelled "Nature", "Plastic", "Electricity", "Water", "Emissions" and "Waste". Each card has two questions written on the back.</li> <li>Prepare 3-4 smaller cards per topic that you can hand out to the participants.</li> </ul>

<sup>1</sup> Reference: [SDG Methodenhandbuch Bremen](#), p. 41

<sup>2</sup> S4D Competences should be part of every S4D Activity and S4D Training Session. Please find [HERE](#) a collection of S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions related to *Environmental Awareness*. To get an idea how we define *S4D Competences, Life Competences/Skills, Sporting Competences* and *Learning Objectives*, please have a look in our [Glossary](#).



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- Place six 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 in the marked field. 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.

## Questions (Examples)

- **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.

## Variations

- The game can be played with any other ball, e.g. basketball, handball etc.
- More questions and topics can be added.

## The Reflection in 4 Steps

Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you'll find a guideline including examples of ways/methods how a reflection can be done and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. To reflect the S4D Activity described, you can take the following steps:

Before starting the reflection, gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.

**Step 1: REFLECT** - Ask the participants about their experiences during the S4D Activity:<sup>3</sup>

- Did you like the activity or not? Have you enjoyed it?
- Could you answer all the questions?
- What topic was the most difficult to answer?

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

- Have you thought about the six topics in terms of climate change before?
- Is there already a topic that is important to you in your daily life to protect your environment?

**Step 3: APPLY** Ask them about specific Actions:

- What can you do as an individual to protect your environment better?
- Give an example for each topic.

<sup>3</sup> All questions listed are examples and can be replaced.

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**Step 4:** ACTION - Agree with the participants on specific actions

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session.

**Examples:**

- As a team, choose one of the topics and think about what you can do to have a positive impact and work against climate change. For example, organise an environmental tournament. Agree that everyone must walk or bike to your training session, etc.