

S4D Activity SDG 13: “Magic Forest”

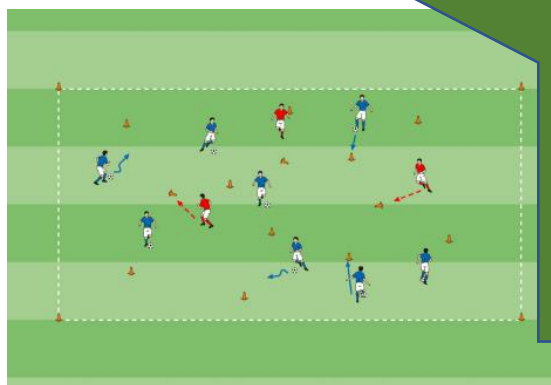
This S4D Activity [example](#) shows how sport can be used to strengthen goal orientation in the context of environmental issues. More teaching and learning materials (manuals, training session etc.) related to the topic of “Sport and Environment” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball Game	Warm-up	15 min.	All Ages	Open field	Balls, cones, bibs

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Goal Orientation	Motor competences: Speed, coordination Technical competences: Running, dribbling, shooting Tactical competences: Know where to position themselves in a tactically intelligent way
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... understand the importance of increasing efforts to address climate change and to limit global temperature rise to well below 2°C. ... develop a personal commitment to promoting climate action. ... set clear goals for themselves to act in a sustainable and environmentally friendly way.	<i>After the training session children/youth are able to:</i> ... run fast and know where to position themselves to outsmart the other team. ... dribble the ball fast around the other participants. ... shoot accurately to hit the cones.

CUTTING DOWN TREES RELEASES CARBON DIOXIDE

Cutting down trees releases all the carbon dioxide they once stored. Carbon dioxide is a greenhouse gas which traps heat from the Sun close to the Earth's surface, causing global temperatures to rise and bringing about the process we know as climate change. Trees absorb carbon and use it to grow their trunks, branches and roots, making them living carbon sinks!



Description
<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.

¹ Reference: [Fußball und Umwelt im Doppelpass](#), p. 14; Further informative „Forest Facts“ you can find [HERE](#).

² 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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- 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.

Variations

- 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.

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:³

- Did you like the activity or not? Have you enjoyed it?
- How did you feel being in the team of the environmentalists?
- How did you feel being in the dangerous deforestation team?

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

- Is there a forest near your house? Do you sometimes like to go there?
- What role do trees and forests play in climate change?
- Why do you think it is important to stop deforestation?

Step 3: APPLY Ask them about specific Actions:

- What can we do as individuals to stop/reduce deforestations?
- What can we do as a group?

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:

- Set a goal for an area in your daily life where you can be more sustainable and environmentally friendly. For example:
Recycle paper and use the back of the page, try to buy sustainable paper, turn off electrical equipment when not in use, for short journeys either walk or cycle, try to only buy local products (pay close attention and avoid items that are produced abroad), don't buy products that have excessive packaging.

³ All questions listed are examples and can be replaced.