

RAISING AWARENESS ON ENVIRONMENTAL SUSTAINABILITY IN FOOTBALL

EDUCATIONAL MODULES
FOR **MANAGERS** AND
STAFF OF SPORT
CLUBS



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LIGHT **VERSION**

GREEN GOOD GOVERNANCE FOR ENVIRONMENTAL SUSTAINABILITY IN SPORT COACH

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"The environment is everything that makes up our surroundings and affects our ability to live on the earth - the air we breathe, the water that covers most of the earth's surface, the plants and animals around us, the overall condition of our planet, and much more".

Yaya Toure
football player

"Protecting the environment is really important to everyone's welfare - that of our children, as well as that of the future generations"

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Introduction

WHY THIS MANUAL?

When we started working on the GreenCoach Erasmus + co-founded project idea, under which this manual has been developed, we took a thorough look into the world of sport to understand how much knowledge and understanding about environmental issues and their connection with their industry the main actors involved in it have.

Existing initiatives related to the environmental footprint in the sports industry mainly focus on large events and do not address the daily operation of sports organisations. Also, the solutions can be difficult to adapt to smaller or grassroots organisations. Furthermore, individual travel emissions related to players, fans, families and staff transportation are often neglected as they are more difficult to control and depend on individual values and the ethical behaviour of the users of the sports facilities.

So, within the framework of the project, we decided to work on practical solutions that could offer some possible tools and routes for the people that would like to have a real impact on the issue and that are involved in sport in various ways: event organizers, sport organizations, athletes, staff, coaches.

With respect to implementing systemic change in sports governance, some major challenges have been detected. Of course, since each club is unique, the challenges may differ from one club to the other in terms of importance. Some of the foreseen challenges include time issues, a lack of interest at different organisational layers

(managerial, staff, players, families, etc.), a lack of technical knowledge related to the measures that need to be implemented, organisational challenges and people management, communication barriers, lack of human and/or financial resources.

One of the outputs that we have been working on is this manual: a set of tools, ideas and information related with environmental and sustainability issues in the world of sports.

The manual, therefore, wants to be an answer to the challenges identified before in order to offer managers the necessary tools so that they are able to effectively put environmental measures into practice within their clubs. The environmental measures cover the issues of sports apparel, water and energy consumption, transportation and waste management.

The manual also contains some deeper information about a number of related issues, with related links. Our suggestion, in any case, is to use it as a base to provide some insights to the people participating in organized workshops, and provide space for further deepening on the topics when the people taking part are interested in knowing more about specific issues.

We wish you a good reading and hope this manual can be useful for you!

1

General Framework



1.1 THE “GREENCOACH” PROJECT

The project Greencoach is a 36-month project involving environmental organizations, formal and non-formal education providers, and sport federations, with the aim to tackle the issue of environmental footprint of sport organisations by incorporating a monitoring benchmarking system and a better sustainability approach in their daily management of their actions.

To reach that, we worked on developing different tools:

- An online user-friendly benchmarking and monitoring system to implement sustainability plans and decrease environmental footprint, with special focus on the engagement of players, spectators and staff in the use of more sustainable transport modes.
- A quality seal that allows sport organisations to show their commitment to sustainability and incorporate it into their corporate image and communication strategy.
- Two educational modules for different target groups.
- An evidence-based study and an action plan for sports clubs to decrease their environmental footprint.

The primary target group of the project is the sports organisations, represented in the partnership through 5 National Football Associations, but also sportspeople, families, spectators and staff. The project builds capacities of these target groups through the education and training modules for promoting sustainable management in sports organisations. The consortium of eight partners connects Football Associations in five different countries (Belgium, Lithuania, Norway, France and Sweden) with non-profit and academic organisations based in Spain and Italy specialised in sustainability, education and youth empowerment.



1.2 THE PARTNERSHIP

The GreenCoach partnership is composed of eight partners, connecting Football Associations based in five different countries (Belgium, France, Lithuania, Norway and Sweden) with non-profit and academic organisations based in Spain and Italy specialised in sustainability, education and youth empowerment.

COORDINATOR

Ecoserveis - Spain



TECHNICAL PARTNERS

TDM2000 International - Italy



Sant'Anna School of Advanced Studies (SSSA) - Italy



FOOTBALL ASSOCIATIONS

Norwegian Football Association - Norway



Association des Clubs Francophones de Football (ACFF) - Belgium



Swedish Football Association (SvFF) - Sweden



Lithuanian Grassroots Football Association (LGFA) - Lithuania



French Football Federation (FFF) - France



1.3 THE ERASMUS + PROGRAMME

Erasmus+ is the EU's programme aimed at supporting education, training, youth and sport in Europe. It provides opportunities for Europeans to study, train, gain experience, and volunteer abroad. Erasmus+ doesn't just focus on students. Merging seven prior programmes, it includes actions addressed to a wide variety of individuals and organisations.

The aim of the Programme is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET 2020, the EU's strategic framework for education and training. Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education and contribute to achieving the objectives of the EU Youth Strategy.

Among the different Key actions part of the Erasmus + Programme, there is one dedicated to Sport: this action offers the opportunity to develop, transfer and implement innovative practices in different areas relating to sport and physical activity between various organisations and actors in and outside sport.

The type of consortium the action intends to promote and finance are the "Collaborative Partnerships" which are innovative projects aiming to:

- Combat doping at grassroots level, notably in recreational environments such as amateur sport and fitness.
- Support prevention and raise awareness among stakeholders involved in the fight against match fixing.
- Support prevention, educational and innovative approaches to tackle violence, racism and intolerance in sport
- Support the implementation of EU policy documents in the field of sport and other relevant policy areas such as recommendations, guidelines, policy strategies, etc. (e.g., EU Physical Activity Guidelines, EU Guidelines on Dual Careers of Athletes, Principles on good governance in sport, etc.).



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2

Sport, Environment & Education



2.1 INTRODUCTION

The world of Sport, by its own definition, is tightly linked to nature and environment. With some sports this link is made more clear by the fact that they have to be practiced open air, under specific conditions: for example skiing or cross country running would be impossible to be practiced without having an intact environment where to organize sport events. In other cases, the link is even more tight, because of the **need** for a healthy environment in order to practice them. It is the case, for example, of free climbing, surfing and most sports practiced in the open sea. But, besides this, every sport has a tight connection with the environment, and, in the same way, has a strong impact on it.

To practice any sport there is a need for different objects: shirts, balls, sticks, rackets, surfboards, kimonos, running shoes, helmets, and so on. The production of each of these items and of anything which rolls around the world of sport (terrains where it is practiced; stadiums; food consumed at sport events; etc.) has a price in terms of energy, water and other resources to be used in order to create them. Moreover, all of these items need to be disposed of in an optimal way when they stop being useful for their own goal, and that's also a huge challenge.

Lighting, watering and heating systems are also used in different sports; moreover, there are other sport-specific processes used to make the conditions optimal to practice them. All of this has a cost, when we look at what environmental impact there can be which is created by these activities.

Obviously, big sport events such as the Olympic Games or the Football World Cup, have a much higher impact than sport practiced at grassroots level. Nonetheless, it's important to raise awareness, understand the issues and try to work on common solutions at all different levels.

All contributions matter, and it's important that each single individual is making his/her part to support the reduction of environmental footprint inside and outside of our sport world. But to transform the single persons' actions into structural

transformation, we need to act at the administrative level, making significant changes in the way in which our teams, clubs, federations and the world of sport as a whole, are managed.

With this module we intend to provide information and practical resources for managers, coaches and staff of sport clubs and federations: people that are in charge of decisions within their organizations or can affect them and influence at the management level, or are in charge of providing educational activities to the users (players, fans, etc.). The other manual we developed, instead, is directed to players, athletes and fans of the sport clubs.

That said, both modules provide food for thought for sport organizations and sport event organizers, as to regular people: athletes, fans, and others that revolve around this world and can impact it with their actions and ideas. The main idea is that the activities and actions proposed in the two modules are adapted to the specific target audience: end users or event organisers.

2.2 WHAT ARE THE CHALLENGES?

As it's clear to understand, as much as sport brings very big benefits to everyone taking part and interest in it, it also generates several potential issues.

Such challenges might not be immediately clear, but can definitely contribute to increasing global environmental issues.

There are several aspects that should be taken into account when we think that we should understand and take care about the environmental impact generated by the sport activities.

In this manual we take care about **6 different areas**, starting with a more general discussion about the footprint left by sport events and activities (Environmental Footprint), and ending with a focus on a particularly relevant topic (Plastic Consumption), because of its powerful impact in terms of waste management. The chapters and issues in which we dedicated space in this manual, therefore, are as following:

- Environmental Footprint
- Waste Management
- Energy Consumption
- Water Consumption
- Sustainable Mobility
- Plastic Consumption

2.3 SPORT, ENVIRONMENT AND EDUCATION

When it comes to solutions, we believe that one of the best ones is to work on education. Raising awareness, providing knowledge and tools to better understand and react to the challenges and impact generated by sport on environmental issues, is one of the main ways to start a virtuous circle that can lead to really affect the problems and reduce their harm if not cancel it.

In previous actions, we have been seen that this is not something that immediately generates a benefit for the people and for the environment itself, as it might take time to digest information, process it and make it become a habit, but it surely provides a great answer to certain issues, even if it requires common effort and patience. As such, in the activities that we have foreseen we combine the world of sport with the idea of providing knowledge on main environmental issues, especially in the way in which they are related to the world of the people involved, including managers and staff of clubs and federations.

The education provided, therefore, is on the environmental challenges and solutions, and typically uses sport either as a metaphor or as a way to play together to better understand how the issues work in practice. The way in which we approach the issues, is as follows:

- Brainstorming on the issues and understanding how much aware about them the participants are;
- Experiencing how the issues work in practice (with different activities, simulations, quizzes, etc.);

- Reflecting on the experiences and what could we learn from them;
- Understanding how these issues are reflected in the sport life of participants, their clubs, and in their everyday life;
- Realize what can be done in their clubs to impact such issues at a structural level;
- Eventually, plan common or single actions;
- Evaluating the overall experience and the learning generated.

With this approach, based on **the Kolb cycle of learning**¹, we are able to tackle the issues and make sure that the participants can get the most out of the experience. It is important to notice, that by our educational approach (as it will be better understood in the following subchapter) we aim at making participants think, realize what can be done, and reflect on what can be possibly done realistically by their clubs in order to enforce a change in the environmental footprint produced by them. We don't offer ready solutions, but stimulate reflection and confrontation, in order to come up with ideas that are in line with the possibilities, needs and will of each participating club. Therefore, we wish to stimulate reflection on practical solutions rather than just giving ideas that might not be tailored on the club itself. Moreover, we want to stimulate each club and federation to act as multipliers and offer activities to their athletes, to their coaches and to their fans, to provide them educational tools on how to address environmental challenges connected to their sport.

2.4 THE NON-FORMAL EDUCATION APPROACH

Non-formal education (NFE) can be defined as an educational structured methodology that privileges dynamic, creative and cooperative methods of learning (such as roleplays, simulation, drawing and group discussions) rather than a formal approach made with lectures and imposed learning paths.

It has to be distinct from **Informal Learning** (which, at times, could be incorporated within our programmes) as this is a kind of "accidental learning", concerned with all the skills acquired in daily life in the frame of family, work, leisure and sport, without set objectives, motives or programmes, and it can be that there is no conscious intention to learn and not even to have the awareness that they are learning.

¹ Stice, J. E. (1987). Using Kolb's Learning Cycle to Improve Student Learning. *Engineering education*, 77(5), 291-96.

Non-Formal Education, instead, it's conscious and voluntary and always structured with programmes, schedules, managed times, set objectives, and an evaluation cycle.

Typical **features** of a Non-Formal Education programme are as follows:

- **Outside formal buildings.** As opposed to formal programmes happening in schools or universities, typically these programmes can happen in various places, including nature, or, in our case, football/sport fields.
- **Non-Hierarchical.** The process of learning in NFE foresees that trainers/facilitators are at the same level of the "students" or participants. Everyone can learn from each other, and the trainer is more a guidance (providing also theoretical inputs and insights where necessary) than a teacher.
- **Voluntary.** The activities within this frame are never obligatory but participants should be motivated to take part in it.
- **Safe Space.** It's important to have a good building of the team in the beginning where everyone can feel safe and respected, as we will need the contribution of everyone without shame to express different opinions or fear of being wrong.
- **Structured with Precise Objectives.** As mentioned, NFE is always set with a structure and every single activity has a set of objectives to reach by the end of it, which can be evaluated in the end.
- **Educational Aims.** Although some activities might be very playful or funny, the fun itself should never be the ultimate goal of NFE activities, but just a drive to let participants enjoy their learning. All activities have ultimately the goal to produce a learning experience or be instrumental to make it as productive as possible (as per team building activities, for example).
- **Experiential.** Non Formal Education privileges practice over theory. Participants are set to make an experience (a simulation, a game of some kind, a brainstorming about a topic) and then to reflect upon it debriefing the experience with the coach/trainer and moving on to find solutions to issues identified, to be applied in their daily life and in systematic ways. Participants should always be invited to "Learn by doing".
- **Stimulates Creativity and Participation.** The workshops developed want to have participants using their creativity and imagination. The more the participants are stimulated to take part in discussions and work, the more the whole group will benefit from the knowledge and ideas of each other.
- **Learner Centred.** The activities should always be focused on targeting the participants' needs, in terms of objectives, but also of their capacity and knowledge. Everything should be tailored to the group of participants for maximum impact.
- **Holistic Approach.** While formal education typically privileges the raising of knowledge about theory and less about practice, NFE works to affect our actions in three dimensions of learning: Knowledge (or what you get with your brain), Skills (what you can do with your hands) and Attitudes (behaviours and values guided by our heart).
- **Cooperation vs Competition.** Rather than trying to understand who is the best "student of the class", our approach puts people in groups in order to cooperate towards community learning rather than indulge in checking who knows more about a given topic. The ultimate goal is learning, after all, so the fact that someone knows less should never be an obstacle. If someone knows a lot about a certain topic, he or she should be invited to share their experience with the others as much as possible.
- **Self-Assessment and No Marks or Diplomas.** Nobody can judge the level of preparation reached by a participant in the field of the educational workshops developed. There should be instead, a process of evaluation comprising a self-assessment stimulation for participants to realize by themselves what they have been learning during the activities. For this reason, nobody can give any kind of votes or marks, or do any kind of exams.

Non formal education is also the use of learning methods and the adoption of **specific learning objectives**:

- Learning to learn
- Learning individually and in a group
- Putting the emphasis as much on the methods of learning as on the content
- Putting into practise the knowledge and skills acquired
- Developing the capacity to participate socially
- Developing the ability to adapt
- Developing the ability to take on responsibility individually and collectively
- Developing the ability to set objectives and attain them
- Learning to motivate oneself

3

Workshops on Environmental Sustainability for Staff & Managers of Sport Clubs



3.1 Introduction

The following is a collection of workshops that have been inspired and adapted by other manuals and previous activities run in the field of non-formal education or designed from scratch for the project GreenCoach. The workshops are thought to involve sports managers, board, and staff of sport clubs. All the workshops in the list are planned to be implemented with the **following structure**:

- 1. Warm up/Energizer*** - it is usually implemented to help people to get to know each other, to increase the energy or the enthusiasm level of the group, encouraging team building or making people start thinking about a specific topic. Furthermore, it is demonstrated that a physical activity done before starting a reflection group could help participants to be more focused and to maintain concentration. Find a list of tools at section 3.2.
- 2. Introduction**** - All the people involved in the activity will start getting into the topic with a debate, a brainstorming or a conversation led by the facilitator in a non-formal environment. In case you already had the chance to talk with the beneficiaries about the specific topics of the workshop this part could be skipped and the main activity could be implemented without an introduction.
- 3. Main activity** - A physical activity with a specific aim.

- 4. Debriefing** - A debate led by the facilitator with the aim to make the participants reflect about their feelings and the meaning of the activity previously done.
- 5. Final evaluation** - A phase where the participants are asked to assess the entire workshop, useful for educators and facilitators to better understand strengths and weaknesses of the workshop proposed. Find a list of tools at 3.4.

The structure proposed could be changed and adapted according to the specific needs of the participants and considering the final aim the facilitators would like to achieve. In the first part of the description of the workshop, the "Difficulty Level" refers to the abilities needed by the participants to successfully complete the workshop.

PLEASE NOTE

All the activities should be implemented in accordance with the provisions set at national level and the rules laid down by the sport federations, in order to avoid and slow the spread of the Coronavirus Disease 2019 (COVID-19). The existing general recommendations should be taken into account when realizing the workshops.

3.2

Suggested Warm-ups/ Energizers

If the main activity of the workshop foresees challenging physical exercises to be done by the beneficiaries, the warm-up/energizer is suggested to be implemented after the Introduction/debate and immediately before the main activity. Here is a list of suggestions and ideas.

1. Title: Evolution

Goal: To increase energy of a group, mix it up a bit and offer some friendly competition

Time: At least 5 minutes

Tools for methods/conditions: A spacious room/open space

Rules: It is simply a rock-paper-scissors tournament framework. Everyone starts at the lowest level (fish), but when someone wins a game of rock-paper-scissors immediately evolves to the next level. Out of each game there is a winner who evolves up a level and a loser who devolves back a level. Participants can only play rock-paper-scissors against those who are at the same evolutionary level as them – there is a pose/action/noise to indicate which level others are at. Therefore, every participant can find more competitors by checking if they're doing the same thing.

The evolutionary chain:

- Fish – imitate swimming
- Mouse – imitate whiskers of a mouse with finger gestures
- Monkey – imitate voice and movements of a monkey
- Human – the game is won

Recommendations: The facilitator can encourage participants to move around at a fast pace so everyone gets to move up and down the evolutionary ladder a few times. Because of the evolution/devolution process, nobody can play just with their friends as, one way or another, their friends will quickly no longer be at the same level. It is always possible to use more levels on an evolutionary chain or lose some.

2. Title: Move the Rope

Goal: To recall names of participants, make them work as a team and create good atmosphere

Time: 5-10 minutes (depends on a number of participants)

Tools for methods/conditions: Rope/hula-hoop, piece of fabric/scarf

Rules: Participants stand in a circle holding a rope in their hands.

A scarf is attached to the rope. When the facilitator says a name of one of the participants, they all have to move the rope, so that the scarf arrives to that participant whose name was just mentioned. Everyone is allowed to use only forefinger to move the rope. The point of the game is to move the rope as fast as possible and repeat as many names as possible.

Recommendations: This activity can be made more challenging by making a participant who is holding a rope with a scarf at a time say a name of someone who is standing on a completely opposite side. Alternatively, one participant can say a name of another participant who is standing by. If the participants know already the names of all the members of the group, the day and month of birth could be used instead of names.

3. Title: Name Roulette

Type: Icebreaker, introduction

Goal: To get to know each other better and more of things everyone likes

Time: about 20-30 min

Tools for methods/conditions: None

Rules: Everyone stands in a circle close to each other. The game starts with one person telling his/her name, and an adjective that could describe himself/herself starting with the first letter of their names. Then another person continues in the same manner, but before starting with his/her name and adjective she/he has to repeat all the names and adjectives already said by the others.

Recommendations: This method can be used more than once, even periodically, before or after other activities. To encourage participants the facilitator could start the activity.

4. Title: Human Knot

Goal: To make participants work together in order to find a solution for a problem

Time: 5-30 minutes (depends on a number of participants)

Tools for methods/conditions: None

Rules: Participants stand in a circle shoulder to shoulder. Then they are asked to close their eyes, slowly move towards the center of the circle and find a hand across that circle.

Eventually every hand should have a pair. When everyone is paired they can open their eyes and

see the situation. The main task of this activity is to try untie the human knot without letting go off any hands and everyone should end up standing in a circle connected by hands like in the beginning.

Recommendations: Best and more difficult knots are made when participants aim for hands which at first are as far from them as possible. Also, to increase the difficulty level some of the participants could be either blindfolded or asked to be completely silent in general.

5. Title: Get the Flow

Goal: To increase the energy of participants

Time: 10 minutes

Tools for methods/conditions: A spacious room

Rules: Participants stand randomly in a room and the facilitator prepares to give different signals to them to indicate what they'll all have to do. When the facilitator claps once participants take one step; two-time-clap means participants jump up; three-time-clap make them kneel down; when the facilitator whistles everybody has to make their own noise and open their arms.

Recommendations: Signals as well as their meanings that are given to a group can vary. It is important to practice once or twice every movement everybody will have to make after the agreed signal before really going into the game.

6. Title: Ninja

Goal: To create positive energy and break the ice in the group

Time: 5-20 minutes (depends on a size of a group)

Tools for methods/conditions: None





















Rules: Participants stand in a circle and the facilitator starts the game by putting his/her hands in front pointing at someone in the group and saying Hi; the participant who was pointed at should move his hands up by saying Ha; the two participants standing next to the one holding the hands up should 'slay' him by saying Ho. The participant who said Ha should continue the game by pointing at someone else in the circle again and saying Hi. The game continues like this until someone makes a mistake or takes too long to respond. When this happens that person is eliminated from the game and it continues until there are 3 people left.

Recommendations: At the beginning of the game the facilitators should demonstrate how it is played, so others will catch the idea and learn faster. Nobody should be eliminated from the game at the very beginning as it takes a little time to get used to it. If the game gets too slow, the facilitators should encourage participants to move faster because only then it gets interesting and even funnier.



3.3 Workshops

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Explanation of the Workshops' Template

- 1 **Title:** The name of the workshop described.
- 2 **Topics:** List of which topics (following the list of topics included in the manual) are discussed in the workshop.
- 3 **Difficulty Level:** The level of complexity of the exercise compared to the level of knowledge and awareness of the participants.
- 4 **Activity Type:** Static, Dynamic or Movement activity, including methods used (brainstorming, simulation, etc.)
- 5 **Target Group:** To whom is directed the workshop, or to whom is most suitable to direct it.
- 6 **Group Size:** Suggested number of participants to implement the activity as planned.
- 7 **Time:** Suggested duration of the activity.
- 8 **Venue:** What kind of space is needed to implement the activity.
- 9 **Staff involved:** How many facilitators, trainers and/or other staff are needed to run the activity.
- 10 **Language:** In which language the activity should be ran.
- 11 **Materials:** What kind of materials are needed to run the activity (i.e. balls, pens, markers, papers, etc.)
- 12 **Objectives:** With what aims the activity is done; what is the activity aiming to reach
- 13 **Overview:** General description of the activity.
- 14 **Activity:** Detailed description of the activity plan.



Re-Basket: Recycling awareness empowered

TOPICS: Waste Management; Plastic consumption



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (brainstorming, debates, debriefing) - Movement

TARGET GROUP: Staff and managers of sport clubs

GROUP SIZE: 15/20 people

TIME: 1 hour

VENUE: Hall, Working Room

STAFF INVOLVED: 2 Facilitators + (optional) 1 helping staff

LANGUAGE: All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop

MATERIALS: Brochures, stickers, leaflets, roll-up, signature list, pens, flipcharts, balls, flag, deck of cards, carton boxes/small bags, adhesive tape, pencils, whistles

OBJECTIVES:

- To promote sense of responsibility towards an effective recycling and separating waste management
- To raise awareness on the importance and positive impact of the separate collection of rubbish
- To stress the impact of our daily actions on our environment
- To find ideas to enforce better recycling strategies in their sport clubs

OVERVIEW: The activity is planned to give the opportunity to the participants to realize the importance of the separate collection of waste, to understand how important it is to know the exact rules and pass them to other people within our clubs, to stress the impact of our everyday actions on the environment and to find out how to improve a correct behaviour of the uses of our clubs. Some other collateral skills will be treated with the workshop such as teamwork and decision making, leadership, sportsmanship.

ACTIVITY

1. Introduction/Brainstorming

L Time: 10 minutes

The activity will start with the facilitators and the participants all gathered in a circle, in a comfortable environment. The facilitator will start the introductory conversation with a brainstorming answer to a question to the participants: "Think for a second about environmental protection, what is the first word coming to your mind?" All the words/concepts are written on flipcharts/blackboard. After a short discussion the facilitator leads the participants to a definition, mentioning also an official one:

"Any activity to maintain or restore the quality of environmental media through preventing the emission of pollutants or reducing the presence of polluting substances in environmental media. It may consist of: a) changes in characteristics of goods or services; b) changes in consumption patterns; c) changes in production techniques d) treatment or disposal of residuals in separate environmental protection facilities; e) recycling; f) prevention of degradation of the landscape and ecosystem".

Source: Glossary of Environment Statistics, Studies in Methods, Series F, No. 67, United Nations, New York, 1997.

2. Warm Up/Energizer*

L Time: 5 minutes

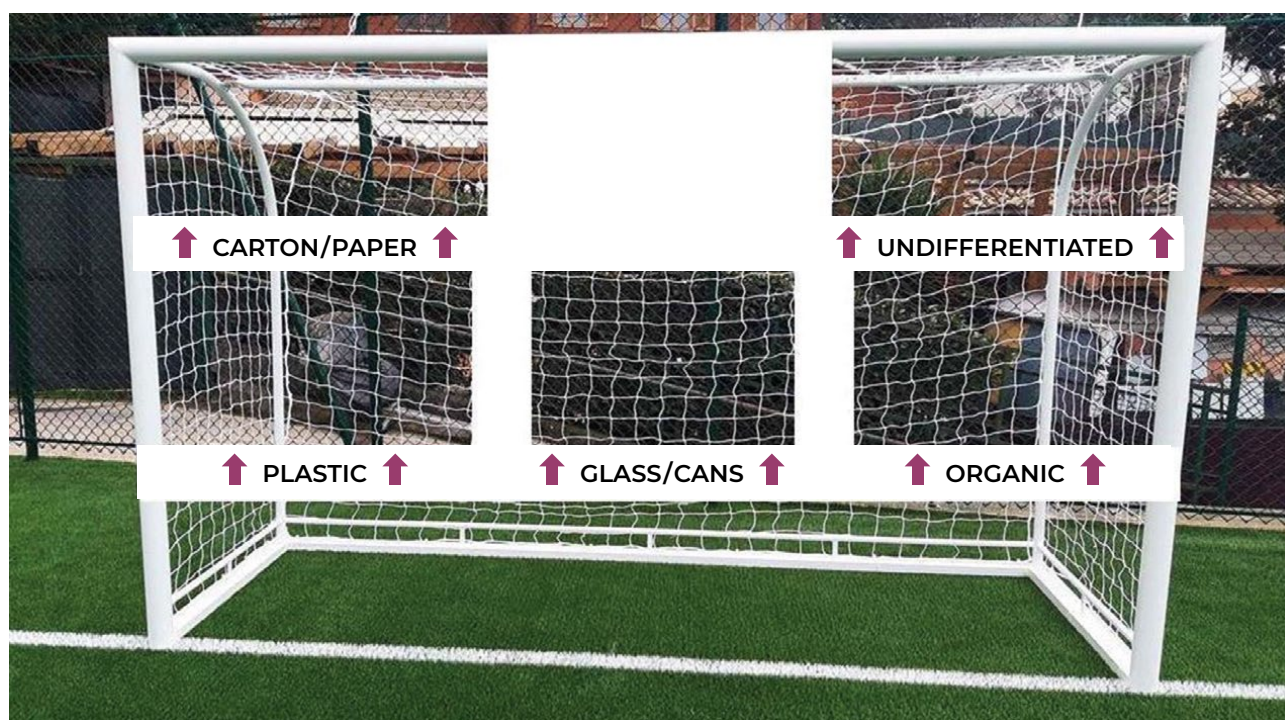
3. Main Activity

L Time: 20 minutes

After the introductory part and the warm-up, the participants will be divided in groups of five people each* for the realization of the main activity.

The facilitator(s) will have to arrange in advance a set of 5 boxes (or a number depending on the different kind of garbage that can be differentiated in your local community)**: every box represents one category of the separate collection of rubbish***.

Every group of five will stand in a line. Once the facilitator gives the start with the whistle the first participant of the first team has to pick a card randomly from a deck he/she will be holding. In the cards there will be images of several objects of everyday life; the participant will have to decide as soon as possible in which category of the separate collection of waste it should go when useless and broken; once decided he/she will run to the set of boxes and give the answer according to his/her decision, by dropping the card in the box representing his/her choice. After finishing, the second player will start the same game and so on till the last player of the group. In case, multiple rounds can be made, depending also on how many teams are available. The team will get one point for every correct answer given, which will be revealed in the end only (as the same cards might go to different groups).



The exercise will be repeated for the remaining groups. Score will then be unveiled and the correct answers will be given.

4. Debriefing

L Time: 20-25 minutes

The activity will be closed with a debriefing to gather the overall feelings of the participants regarding the activity. You may use the following questions:

- How hard was it to find an answer in your group?
- Do you think your group has a good knowledge of the rules for a correct separate collection of waste?
- What about people in our community, and in our sport club? Do they know and follow the rules about separate waste?
- Do you think it is always easy to follow them? Are they clear for everyone?
- How do you evaluate the strategies for collection of separate waste implemented in your sport club? What is happening?
- Do you think it should be improved? How?
- Is there any material in particular that is poorly managed and there should be strategies to deal with it differently?
- Is it possible to think about reduction of use of such materials rather than just management? How?

Give to each group a flipchart to take note about ideas created during their brainstorming and let them discuss it in the plenary after finishing.

Mention also some additional good practices already existing concerning separate collection and recycle of waste.

5. Final evaluation

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

L Time: 5 minutes

TIPS FOR FACILITATORS

* Put on the ground five pens, five pencils, five glues, five markers, five scotch tape rolls; ask all the

participants to grab one item and to find the other player with the same items

****** The set where the session will take place should be prepared before starting the activity

******* Use your creativity to create the containers to put on the cards for the activity of guessing where the separated garbage should go. They can be boxes with signs, different colours, real trash bins, bags of different colours, etc.

******** The categories of the separate collection of rubbish have to be in accordance with the local regulations where the workshop is implemented and where the beneficiaries live.

- Make sure you know the correct answer for the category of the separate collection of waste related to each item in the cards
- You can create your own deck of cards or add new item to the ones already provided
- Be sure you know enough info on the impact of separate collection of waste to finalize the debriefing (look for some good practices in your country)
- The session could be used for any sport club
- It is suggested at the end of the workshop to distribute to each participant materials regarding reduction and recycling of waste materials and existing strategies by different companies

DECK OF EXAMPLE CARDS



Life in plastic... is it fantastic?

TOPICS: Plastic consumption



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (Quiz + Debate)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Up to 30 people

TIME: 80-90 minutes

VENUE: Hall/working room

STAFF INVOLVED: 1-2 Facilitators + 1 helping staff (optional)

LANGUAGE: All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop

MATERIALS: Signature list, pictures of plastic items for the division in groups, tape, list of questions, list of statements for the "where do you stand", whiteboard/flipchart board with flipcharts, possibly computer with projector

OBJECTIVES:

- To raise awareness on the impact of plastic use in general and specifically in sport environment
- To check and reflect on how much participants actually know on the impact of plastic consumption
- To explore together opinions on the myths of plastic use
- To think about possible strategies that can be implemented to reduce the use of plastic in the sport clubs and daily life, and/or to find suitable alternatives

OVERVIEW: The activity wants to make participants aware of what single use plastic consumption can cause and how impactful it can be, reflecting upon possible actions to do in order to reduce our personal impact. The session will be divided in six different steps:

1. Energizer/Group Division
2. Introduction
3. Quiz Game
4. Where do you stand
5. Debriefing
6. Final evaluation

ACTIVITY

1. Energizer/Group Division

L Time: 5-10 minutes

The trainers/facilitators prepare in advance a set of images printed on small papers. The images have to represent up to six different plastic items (i.e., bottle, container, flask, plate, cup, lunchbox) and should be in equal numbers, and a total of the participants' number. For example, if there are 18 participants, a total of 3 copies of each of the six items is needed; if there are 15 participants, it's possible to use just 5 images, with 3 copies each).

The participants stand in a circle and turn their backs to the trainers/facilitators. The facilitators stick on their back the papers, using the sticky tape/paper tape. After that, the participants will have to keep running around, and, silently, find out who has their same symbol stuck on the back, and, when they find out, they have to run together to find the other components of the same group. Important to remind that, during this procedure they cannot talk to each other, but they can use gestures and eventually also show to others that they have the same symbol.

After they finish, you can divide them, putting together some groups in order to have in the end two or three groups of equal number of participants. In case you don't have this possibility, one participant will stand back in one group working as a "substitution".

A possible variation of the exercise is instead that they have to form groups having one person with each type of object forming a group comprising them all.

2. Introduction

L Time: 5-10 minutes

Start by asking some questions to the participants, such as:

- Do they know from which material the items they had drawn on their back are made?
- Do they use them regularly in and out of the sport environment?
- Do they think they have an important impact in terms of environment?

3. Quiz Game

L Time: 20 minutes

Each of the group receives a set of cards with written: A, B, C, D, True, False. These cards represent the answers that can be given to the questions that will be posed to them.

Then the main trainer/facilitator reads with loud voice one of the questions from the list; if there's availability of a projector, it's a good idea to write down the questions (and answers) in a power point, so that they are visible to all participants. The participants have a short time to talk within their team and agree upon a common answer. The trainer/facilitator then calls upon the teams to provide their answer and they have to show the card with the one they have chosen. If they answer correctly, their team gets one point.

You can keep a scoreboard with the points with a whiteboard or such. Also, you can add other elements such as giving more points for certain answers (like the last ones, to add some hype to the competition) and provide a certain prize for the winners.

4. Where do you stand

L Time: 20-25 minutes

The participants stay standing in the room. The room is previously divided, possibly with a line of paper tape on the ground, in two sectors: one has on the wall a sign previously stuck with "I agree", the other one "I disagree".

The facilitator reads out loud a statement about plastic consumption and its impact in the environment (see list below), possibly showing it with the projector so everyone has it visible. The participants, singularly, will have to move according to the fact if they, personally, agree, disagree or are not sure about their position on the statement. If they are not sure or they have some controversial position, they should stay in the middle.

After each participant has moved to the spot that represents his/her position, the facilitator leads a discussion/debate about why did they choose that position, asking to some participants to explain their decision. The trainer/facilitator needs to make sure that each of the position has at least one representative explaining their choice and can give the chance to people to respond and react at any time by raising their hand.

In case someone changes their mind, they can also move to the new position, and explain why.

5. Debriefing

L Time: 15-20 minutes

During the debriefing part, the facilitator will gather the participant to sit down around in a circle and will ask different questions on their experience:

- How did you like the activity? Which part was the most interesting for you?
- Did you learn something that you didn't know before? What?
- Are there any questions that still you think did not have an answer?
- Have you ever thought before about how impactful the use of plastic items can be for our environment?
- Do you think that, in our sporting environment, we use a lot of plastic? For what?
- Do you think we should work to reduce this use, or to change some habits? What do you think we could do?
- Is there anything you are already doing in your clubs? Is there any good practice you heard from somewhere else that could be replicated?
- What do you think could be done at structural level from your club?

6. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

HANDOUTS

Quiz Game

Question

When plastic was first introduced it was supposed to be an environmentally friendly material. True or False?

Answer

True. Early plastics were created as manmade alternatives to ivory and tortoiseshell. The creator of the plastic bag, Sten Gustaf Thulin, also hoped its widespread use would stop forests being cut down for paper bags.

Question

Which of these items contain plastic?

- A. Shirts
- B. Carpets
- C. Food
- D. All of the above

Answer

D - Plastic is everywhere: fibers to make up clothes and carpets, inks to dye them, plastic thrown and getting back in the food chain.

It's fundamental to recycle what we can, although some things are difficult to recycle.

Question

What are plastics made of?

- A. Coal
- B. Petroleum and Natural Gas
- C. Limestone

Answer

B - Plastics are mainly made from leftovers of the refinery industry. Some plastics are made from the same natural gas that is thrown into a disposable bottle instead of being used (for example) for house heating.

Question

99% of plastic in our oceans has come from plastic that is used on land. True or False?

Answer

False. 80 per cent of plastic entering the ocean comes from land-based sources. The remaining 20 per cent comes from lost and discarded fishing gear, throwing rubbish into the sea, and lost cargo during storms.

Question

Almost all seabirds are swallowing pieces of plastic waste. True or false?

Answer

False. A 2015 study estimated that 90 per cent of all seabirds today have eaten plastic of some kind and this figure is likely to rise to 99 per cent by 2050. Birds are attracted to brightly colored plastics, which they can mistake for food.

Question

Since 1950, over one ton of plastic has been produced for every person live today. True or False?

Answer

True. 7.8 billion tonnes between 1950 and 2015, with one tonne being the weight of over 30,000 1.5 litre plastic bottles. If all the plastic produced since 1950 had been used to make 1.5 litre plastic bottles, the total production would have stretched to 239 trillion plastic bottles. Laid end-to-end, this is enough to encircle planet Earth nearly 2 million times.

Question

The Great Pacific Garbage Patch, an area in the Pacific Ocean where plastic is collected by ocean currents, is visible from space. True or False?

Answer

False. Although larger items do collect in the Great Pacific Garbage Patch, its name is slightly misleading. Most of the plastic collecting in the middle of the Pacific Ocean is made up of plastic broken up into tiny particles so it is more like a soup than a garbage patch.

Question

What percentage of plastic is recycled every year?

- A. Less than 10%
- B. Around 10-15%
- C. Around 20%
- D. More than 20%

Answer

C - While only 9 per cent of all the 8.3 billion tonnes of plastic ever created has been recycled, current estimates are that 20 per cent of plastic is currently recycled globally.

Question

All types of plastic collected in municipal programs get actually recycled. True or False?

Answer

False. Often, it's just to avoid confusion and separating them, then another sorting facility will re-separate them.

Question

If a plastic container or package is stamped with a number in a small recycling triangle, it can be recycled. True or False?"

Answer

False. No, the numbers indicate which type of plastic resins the item is made of. Materials such as polystyrene foam or PVC require high quantities to be profitably recycled, therefore most programs exclude them.

Question

From which of these elements is possible to produce plastic?

- A. Beef bones C. Beer
- B. Potatoes D. Tomatoes

Answer

B - Nowadays there are a lot of possibilities to make bio-plastic which comes from (for example) potatoes, corn or sugar cane.

Question

By what year the EU has planned the complete banishing of single-use plastic?

- A. By 2019 C. By 2025
- B. By 2021 D. By 2030

Answer

B – 560 MEPs voted in favour of the agreement with EU ministers, 35 against and 28 abstained, on 27th March 2019. The single-use plastic products banned in EU by 2021 include plastic plates, cups, cutlery and more. Member States will have to achieve a 90% collection target for plastic bottles by 2029, and plastic bottles will have to contain at least 25% of recycled content by 2025 and 30% by 2030.

Question

How big are microplastics?

- A. Smaller than 5mm C. 1-10 cm
- B. 5-10mm D. Bigger than 10cm

Answer

A - Microplastics are small plastic pieces less than five millimeters long which can be harmful to our ocean and aquatic life. Invisible contaminants have been found in water and wastewater ranging in size from five to 20 microns, where they can escape conventional treatment works.

STATEMENTS FOR "WHERE DO YOU STAND"

I see plastic pollution in the area where I live.

We should ban the use of plastic bottles in our sport club.

Plastic bottles are more sustainable than glass.

Microplastics are a problem also for people, not only for animals such as dolphins.

The government should make laws to stop the use of single use plastic.

Separatively collecting plastic rubbish is very important also for the economy.

We should be paid for recycling our plastic rubbish.

We should take care of the environment and recycle all the plastic we do use.

Recycling your plastic waste is important.

In our sport club we should enforce strict rules (such as putting fines) for respecting the recycling of plastic.

I am worried that plastic waste could get in the areas where I live in, as well as nearby rivers and sea.

All citizens should take part in collection of plastic and other garbage in environmental areas of where they live to keep it clean.

TIPS FOR FACILITATORS

* Make sure that the groups are made of equal numbers of people

** If you don't have a screen, you can simply read out loud questions and statements, making sure everyone understands

*** If you don't have a big space, you can ask to raise a green, yellow or red card to state their position (for the "where do you stand")

***** Be sure to prepare in advance all the items and lists you need to implement the activity.

***** Check the questions and answers to the questions in advance, as they might be adapted to your local reality.

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- Test to check how much microplastic you contribute to produce:
<https://www.merckgroup.com/en/microplasticme/>
- Check articles on <https://earth911.com/>

Chicken Sandwich

TOPICS: Food Waste



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (brainstorming, working in groups, debates, debriefing)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 1:15 hour

VENUE: Working Room/Space

STAFF INVOLVED: 1 trainer

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At local level we strongly suggest mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: “Chicken club sandwich” and cards on the handouts page, pens, paper

OBJECTIVES:

- To explore the links between food and sustainability
- To learn about some of the food-related threats to the environment and human health
- To reflect on eating and purchasing practices.

OVERVIEW: Using information cards, participants analyze the environmental impact of a shop-bought chicken sandwich. The session will be divided in three different steps:

1. Main activity
2. Debriefing
3. Final evaluation

ACTIVITY

1. Main Activity

L Time: 30 minutes

PART 1:

1. Divide participants into groups of 4-6 people. Hand out sets of 11 cards to each small group, and a copy of the “chicken sandwich” page*.
2. Ask participants to distribute the cards among members of their group. It does not matter if some people have more cards.
3. For the first few minutes, ask them to read the cards they have received, and study the ingredients listed on the “chicken sandwich” handout. In silence, participants should place any cards which might be relevant to the chicken sandwich around the sheet. When they have finished, they should look at the cards placed by other people in their group.
4. After about 5 minutes of silently placing cards and reading those placed by others, ask participants to discuss the following questions in their groups:
 - Were you surprised by how many of the cards were relevant to the chicken sandwich?
 - Would any of these cards put you off eating this sandwich (or put you off eating something with similar ingredients)?
 - Which was the most shocking or surprising card?
5. Give them 20-30 minutes to discuss the cards, then invite groups back for brief presentations. As the groups have been discussing different cards, they will need to read out any relevant cards for other groups.
6. After the presentations, debrief this part of the activity (see Debriefing Part 1 below).
3. Is there any packaging? Is the packaging recyclable?
4. Do you know how the food was made? Was a lot of machinery used?
5. Were any pesticides or other chemicals used in producing it?
6. Was any waste produced in making this food?
7. Are there any other costs to the environment in the production of this food?
8. What proportion of the price of this food went to those who made it (or grew it)?
9. Are there other foods or other methods of production which would have a better impact on the environment?
10. What reasons made you decide to choose this food? Economical, Practical...
7. Ask participants to answer the questions on their own, using their own sport organization's experience. If they cannot answer any of the questions, they should write “not known”.
8. Give them a few minutes for this exercise, then use some of the questions in the second debriefing (see below).

PART 2:

Ask the participants to discuss either what food they offer in their stadium/sport center or either what they offer when they cater for their athletes or guests from other teams.

Display these 10 questions:

1. Where is this food from? Do you know if it travelled far to get to you?
2. Is the food nutritious, good for health?

2. Debriefing

L Time: 20 minutes

****** Once the main activity is finalized, ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

PART 1:

- How do you feel at the end of this activity?
- Are you surprised by how little we tend to know about the food we eat or we choose?
- Do you think that we should know more? Why, or why not?
- Have your opinions changed from the beginning of the activity?
- Do you think that is important to think

about these issues when thinking about the diet of your athletes?

- Do you think that is important to think about these issues when planning what snacks/food to offer in your matches?

PART 2:

- Could anyone answer all the questions?
- Could anyone answer any of them? Do you think the questions are important? Why, or why not?
- Which ones are most important? Would the answer to any of them make a difference to whether you?
- Will go on using that food, selling it in your premises or offering it?

Discuss some of the answers participants wrote down.

3. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

TIPS FOR FACILITATORS

* If you stick the handout onto a large piece of flip chart paper, and give the groups some sticky tape, they could stick their cards around the sandwich, creating a visual collage. Before the sharing, groups could then look at the results of the other groups.

** Some participants may be a little resistant to the “bad” news about favorite foods contained on the cards, e.g., the information about the meat industry. The purpose of the activity is not necessarily to make everyone change their eating habits! It is to open participants’ minds to the fact that choices related to what food to offer do have consequences, and to encourage them to be more thoughtful and aware of these consequences when planning their strategies.

HANDOUT FOR PART 1: FOOD SUSTAINABILITY CARDS

The world produces nearly 300 million tonnes of plastic every year, half of which is for single use. More than 8 million tonnes of plastic are dumped into our oceans every year. If this continues, there will be more plastic than fish in the ocean by 2050.

There are already more than 5 trillion pieces of plastic in the world’s oceans, most of them microplastics. These tiny broken-down pieces of plastic look like food to fish: they can end up killing the fish, or a bird which eats the fish. Some have been found in fish eaten by humans.

Between a third and a half of all food produced around the world is lost or wasted. This is about 2 billion tonnes of food. In the EU, food waste is expected to rise to about 126 million tonnes a year by 2020.

The average Western diet has high levels of meat, fat and sugar, which carries risks for individual health, and for the health system. Obesity, type 2 diabetes, hypertension, osteoarthritis, and cancer are widespread diet-related diseases.

Recent decades have seen a trend towards less sustainable and less healthy diets. For the first time in history, the world has as many overweight people as undernourished people.

More than 85% of the world’s fisheries are either beyond, or up to safe biological limits. The populations of several fish populations (such as Atlantic bluefin tuna) have shrunk to the point where their survival as a species is threatened.

Greenhouse gas emissions relating to the food we eat are partly a result of transport costs, but mostly a result of the way the food is produced – e.g. by industrial methods or by hand, in heated greenhouses or in open fields, on existing land, or land cleared from forest.

Many countries in the developing world have deals with rich donor countries that force small farmers to shift to industrial farming methods. These arrangements tell the farmers what to plant: mostly crops for far-off markets instead of local crops to feed people at home.

Agriculture is one of the biggest threats to a healthy environment. It uses most of our available freshwater, and about 20 000-50 000 square kilometres of potentially productive land is lost annually through unsustainable farming methods resulting in soil erosion and degradation.

A typical meat eater's diet requires up to 2.5 times the amount of land compared to a vegetarian diet and five times that of a vegan diet.

A farmer can feed up to 30 people throughout the year with vegetables, fruits, cereals and vegetable fats on 1 hectare of land. If the same area is used for the production of eggs, milk and/or meat the number of people fed is about 5-10.

The meat industry accounts for 14% of greenhouse gas emissions worldwide, which is roughly equivalent to all emissions from transport.

The cattle industry is responsible for up to 80% of Amazon deforestation. The Amazon is home to at least 10% of the world's known biodiversity and plays an essential role in regulation of the planet's climate.

Livestock is the most significant contributor to nitrogen and phosphorus pollution of streams, rivers and coastal waters worldwide.

Four multinational corporations control between 75-90% of the global grain trade. Corporations are exerting increasing pressure on farmers, making them grow crops which can be easily traded, like corn and soy, instead of native crops.

Six enormous agribusiness companies control nearly 70% of the world's seed market. The same companies control all the genetically modified (GM) crops, whose effects on the environment – and on humans – are largely untested. Again, these 6 companies are the largest global manufacturers of pesticides.

Many of the foods we eat every day are sprayed with pesticides before they land on our tables. There are a growing number of studies that have linked certain pesticides with increased cancer risk and with diseases such as Parkinson's and Alzheimer's.

30-40% of all food is wasted. At every step of the food cycle, 30-40% of all food is wasted. Each year, a large proportion of the food produced in developing countries never makes it to market. Consumers in rich countries waste as much food as the entire net food production of sub-Saharan Africa.

For centuries, peasant farmers have always put aside a small portion of their crop as the following year's seed. Now, large multinational corporations often prevent farmers from saving seeds, forcing them to buy new seeds for every planting season.

Factory farms now account for 72% of poultry production, 43% of egg production, and 55% of pork production worldwide. Factory farms contribute to air pollution by releasing compounds such as hydrogen sulphide, ammonia and methane.

Factory farms normally store animal waste in huge, open-air lagoons, often as big as several football fields, which are prone to leaks and spills. In 2011, an Illinois hog farm spilled 200 000 gallons of manure into a creek, killing over 110 000 fish.

Land clearing in Brazil to grow chicken feed is responsible for the destruction of about 3 million acres of rainforest. Land clearing to grow soybeans in the Amazon rainforest is responsible for clearing over 100 million hectares of forest, destroying soil fertility, threatening biodiversity, polluting freshwater and displacing communities.

THE FOLLOWING WEBSITES SERVED AS SOURCES FOR THE FOOD SUSTAINABILITY CARDS:

- www.greenpeace.org/usa/sustainable-agriculture/issues/corporate-control
- <http://worldinfo.org>
- www.onegreenplanet.org
- www.plasticcoceans.org/the-facts
- www.dosomething.org
- <http://ec.europa.eu/environment/archives/eussd/food.htm>
- www.worldwildlife.org/threats/overfishing
- www.vegsoc.org/saveland



Electri-City

TOPICS: Energy Consumption



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (working in groups, simulation, presentation, debriefing)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 1:20 hour

VENUE: Working Room/Space

STAFF INVOLVED: 1 trainer

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At the local level we strongly suggest mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: Printed handouts, A4 sheets of paper, pens, markers

OBJECTIVES:

- To explore and understand how to organize energy consumption
- To foster individuals and clubs to reduce energy consumption and create new policies
- To reflect and find solutions to reduce environmental impact tied to energy consumption

OVERVIEW: The participants will explore how to create a city and its energy system and the environmental impact linked to their choices through a simulation game. The session will be divided in four different steps:

1. Introduction/Brainstorming
2. Main activity
3. Debriefing
4. Final evaluation

ACTIVITY

1. Introduction/Brainstorming

L Time: 25 minutes

1. In the beginning they will be divided in groups of 4/6 people to build their own cities of 100.000 inhabitants.
2. They will get an amount of 100.000 € to build it.

Imagine building your city and you can decide all the things you would like to put in according to your budget. Costs and consumptions/supplies have to be decided in advance by the facilitator making it challenging for the participants to have all available services with a decent energy supply. Additional building or plants can be added.

BUILDING / SERVICE	COST	CONSUMPTION
City Hall		
School		
Bank		
Training Center		
Stadium		
Hospital		
Pharmacy		
ENERGY SUPPLIERS		
Nuclear power plant		
Carbon power plant		
Solar panels power plant		
Hydroelectric power plant		

2. Main Activity

L Time: 30 minutes

3. Then you'll tell them that each energy source they have chosen has a different environmental impact and you give them the impact that each of their sources of energy has. Also this impact has to be provided and declined in terms of level of impact on the environment from 1 to 5 or with explanations.

ENERGY SOURCE	ENVIRONMENTAL IMPACT
Nuclear power plant	
Carbon power plant	
Solar panels power plant	
Hydroelectric power plant	

4. They get 20 minutes. They have to gather and try to find a solution to reduce the environmental impact in order to buy filters, security systems or other devices that the trainers will propose them.

5. They present their solutions and then the best 3 solutions will be voted by the participants and will get additional funds to install their solutions. The funds have to be decided in advance by the trainers.

1st prize: 2nd prize: 3rd prize:

6. You provide the winners objects to improve the source of energy they have chosen and reduce the impact with the related costs.

OBJECT OF IMPROVEMENT	COST
Filter	
Security System	
Other	

3. Debriefing

L Time: 20 minutes

Once the main activity will be finalized ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- Are you satisfied with your result?
- How much do you think your city is sustainable? Do you think it can manage to last with such policy on a long-term perspective?
- Why did you choose exactly that kind of source of energy? Was it because of the budget or for other reasons?
- How difficult is it to make decisions on how to manage the energetic consumption of a sport complex? What structures to add?
- What should we take in consideration when making such decisions?
- Do you know what is the main source of energy in your city/town, in your training center? When was it implemented and why it was chosen?
- Are you already implementing, or do you think you can do something on the energy consumption policy of your sport complex? If yes, what?
- Would it be difficult to pass to cleaner and sustainable forms of energy in your training center? Why?

4. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

Re-word, Re-ward, Re-world

TOPICS: Waste Management



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (Practical activity, working in groups, presentation, input from trainer) - Movement (only in the first part – Introduction/Brainstorming)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 2 hours

VENUE: Working Room/Space

STAFF INVOLVED: 1 trainer, 1 support staff

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At the local level we strongly suggest our mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: Signature list, flipcharts, markers, whiteboard, packages of milk in tetrapak, scotch tape, scissors, staplers

OBJECTIVES:

- To discover through practical activities how to recycle and reuse materials
- To find solutions on how to reuse some materials for training and for the clubs
- To raise awareness on the importance of reduce waste and recycle

OVERVIEW: The activity is planned to reflect on reduce, reuse, and recycle materials. It is a practical activity where participants will need to process and create something out of recycled materials. The session will be divided in five different steps:

1. Introduction/Brainstorming
2. Main activity
3. Debriefing
4. What to do with...?
5. Final evaluation

ACTIVITY

1. Introduction/Brainstorming

L Time: 20 minutes

1. Prepare 3 different flipcharts with three different concepts written vertically, in the middle, in big letters: where REUSE, REDUCE and RECYCLE.
2. Divide the participants into 3 different teams, each of which getting a flipchart. The participants will have to write a word which is connected to that concept for each of the letters of the main word. The new words have to contain the letters like in a crossword puzzle.
3. After creating the new words connected to the main concept, participants have to come up (without using google or other search engines) with a definition of their concept, and how is it connected with their work in their sport team/center
4. Once finished all the word puzzles, each group will have to present their work in plenary to the others.

2. Main Activity

L Time: 30 minutes

Start by asking some questions to the participants, such as:

5. You'll need to divide participants in little groups from 4 to 6 people. Before the splitting, explain the activity to them.
6. Each group will get the same resources: a tetra pak milk package, scissors, scotch tape and a stapler.
7. From these resources you tell them they need to create a wallet and you show them one ready. You let them touch it, check it to provide them a clear objective and then you tell them they need to recreate it. So, they will need to think about the process and try to recreate the wallet with the resources you gave them.
8. You check the results of each group.
9. After that you show them the instructions to reproduce it (<https://www.pinterest.it/pin/443393525803563104/>)

3. Debriefing

L Time: 20 minutes

Once the main activity is finalized, ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- How was the process to recreate and reuse the materials you got?
- Have you ever thought about how much items you use in your sport club that could be reused in different ways instead of trashing them? Can you list them?
- Is your club reusing something? Do they have any policy to reduce waste rather than just recycling materials?

4. What to do with...?

L Time: 20 minutes

Ask participants to think about what their club could do with the following elements when they need to be changed:

- Football jerseys
- Football shorts
- Balls
- Football boots
- Sport bags
- Football training materials (cones, etc.)
- Anything else?

Also ask them what they could do in order to encourage their athletes to keep all items in good shape to avoid need to change them, as well as to encourage them not to just trash their equipment as much as possible.

To facilitate this part, let them work again in the groups in which they created the wallets from the tetrapak and make a list and plan.

5. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

Stairway to Green Heaven

TOPICS: Environmental Footprint/General



DIFFICULTY LEVEL:



ACTIVITY TYPE: Movement (Energizer) – Static (Group work, Online TEST, Presentation, Individual Reflection, Debate)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/24 people, ideally a number dividable by two or three

TIME: 90 minutes

VENUE: Working Room/Space

STAFF INVOLVED: 1-2 Facilitators

LANGUAGE: All the activities will be implemented using the beneficiaries' mother tongue to guarantee the effectiveness of the workshop

MATERIALS: Signature list, images and pictures printed of different situations which represents environment, whiteboard/flipchart board with flipcharts, smartphones with internet data.

OBJECTIVES:

- To explore and discover the environmental footprints of individuals and sport clubs
- To raise awareness on environmental consciousness in the field of sport
- To identify solutions to decrease environmental footprint of sport clubs

OVERVIEW: These sessions of work will be dedicated to environmental footprint as a general topic and to introduce participants to the topic and reflect about their footprints as individuals and the environmental footprint that can be generated by their sport clubs, and how to work on reducing it. The session will be divided in six different steps:

1. Energizer
 2. Introduction
 3. Connecting the dots
 4. Ladder of solutions
 5. Debriefing
 6. Final evaluation
-

ACTIVITY

1. Energizer

L Time: 5-10 minutes

2. Introduction

L Time: 15 minutes

1. You divide participants in little groups of 4/6 people.
2. *** You introduce by telling participant they will have the chance to check about their own environmental footprint. Provide to the participants the link of a test where they can calculate their own footprint. Here is the link: <https://www.footprintcalculator.org/>. They will then proceed in working on it individually with their own phones/tablets/laptops.
3. Once they calculate their test you let them share their results within the group and comment it, trying especially to understand what are the biggest causes of the results.

3. Connecting the dots

L Time: 25 minutes

4. When they're finished, show and give to each group of participants different images representing different things connected to the environment. *
5. Each group will have the task to choose images that can answer to 3 different questions:
 - A) Which image represents the biggest environmental issue?
 - B) Which image is the most connected environmental issue connected with sport/football?
 - C) Which image you find the most connected to your sport club and its relationship with the environment?
6. You give them 15 minutes in the groups to discuss and make their choices.
7. Each participant can make a picture of the choices they make in order to remember them.
8. Create new groups with at least one participant from each of the previous groups, so that they can further present to each other and present their choices, explaining why they feel so in connection with football, environment, and their clubs. Invite them to reflect about main environmental footprint their club is dealing with.

4. Ladder of solutions

L Time: 25 minutes

9. You will do another activity where they will have to answer to this question from the perspective of their football club:

**** WHAT CAN WE DO TO IMPROVE OR REDUCE THE ENVIRONMENTAL FOOTPRINT OF OUR SPORT CLUBS?

The groups of participants will have then to find answers that can be applied in short and long term:

- A) TOMORROW
- B) IN ONE WEEK
- C) IN ONE MONTH
- D) IN ONE YEAR

10. Each group reflects based on the issues they identified, and they then share their ideas with the plenary.

5. Debriefing

L Time: 15-20 minutes

***** Once the main activity is finalized, ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- Have you ever thought before about the environmental footprint of your club?
- What do you think is the main challenge to tackle within your club?
- What have been the best solutions proposed?
- Do you think the solutions thought are achievable in reality? Why?
- Is your club doing anything to reduce their environmental footprint?
- Do you think it's only about governance or also players and fans should do something?
- What other actors can support the reduction of environmental footprint of a football club? How?

6. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education

TIPS FOR FACILITATORS

* Be sure to print the pictures in advance, in case you can also download and print some others you may consider more suitable for your group.

*** Remember in advance your participants to bring their phones or be sure you do have a laptop or other phones to take the test, be supportive on this part and check that everyone has a device or anyway did the test.

**** You can draw in advance the question and the 4 different square solutions grid and write

meanwhile the participants share their opinion. You can also call the participants to write down and share their solution on the board.

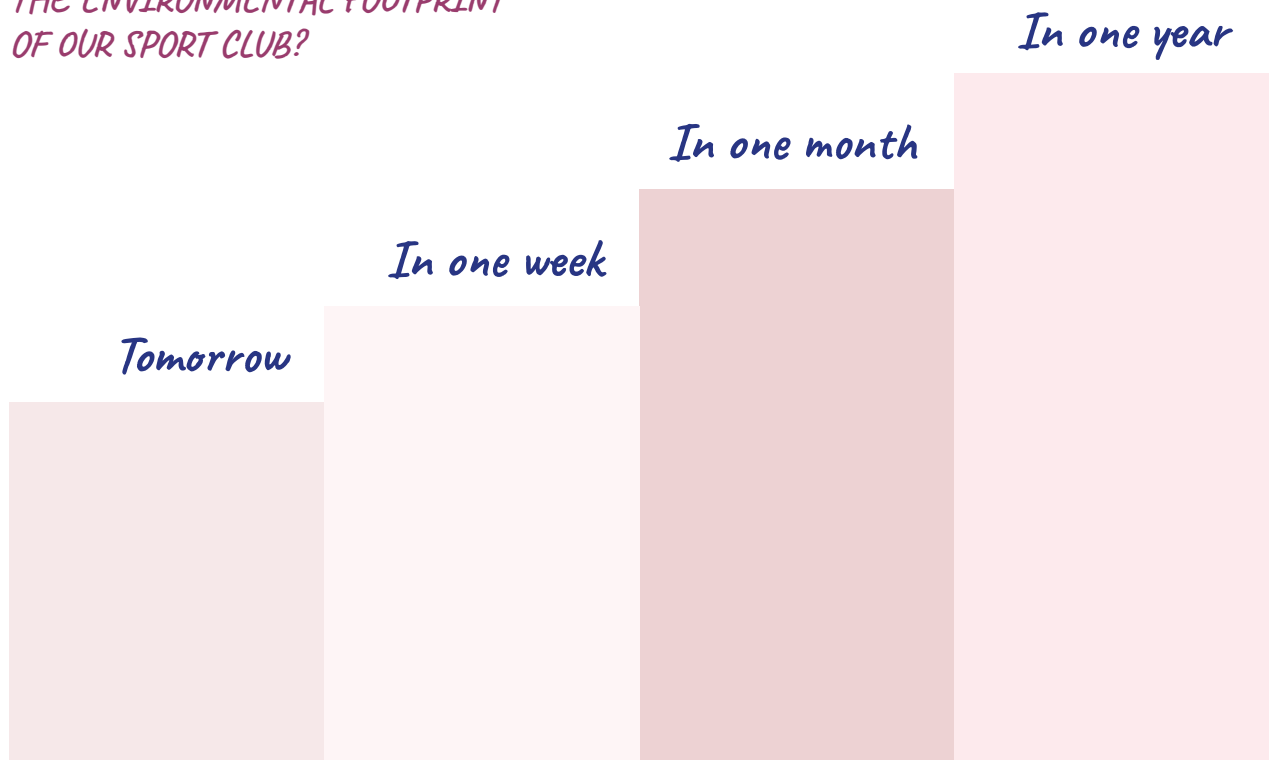
***** Remember that in the debriefing you can add questions which you can consider more suitable or which come in your mind and you think they could be stimulating the debate among participants.

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

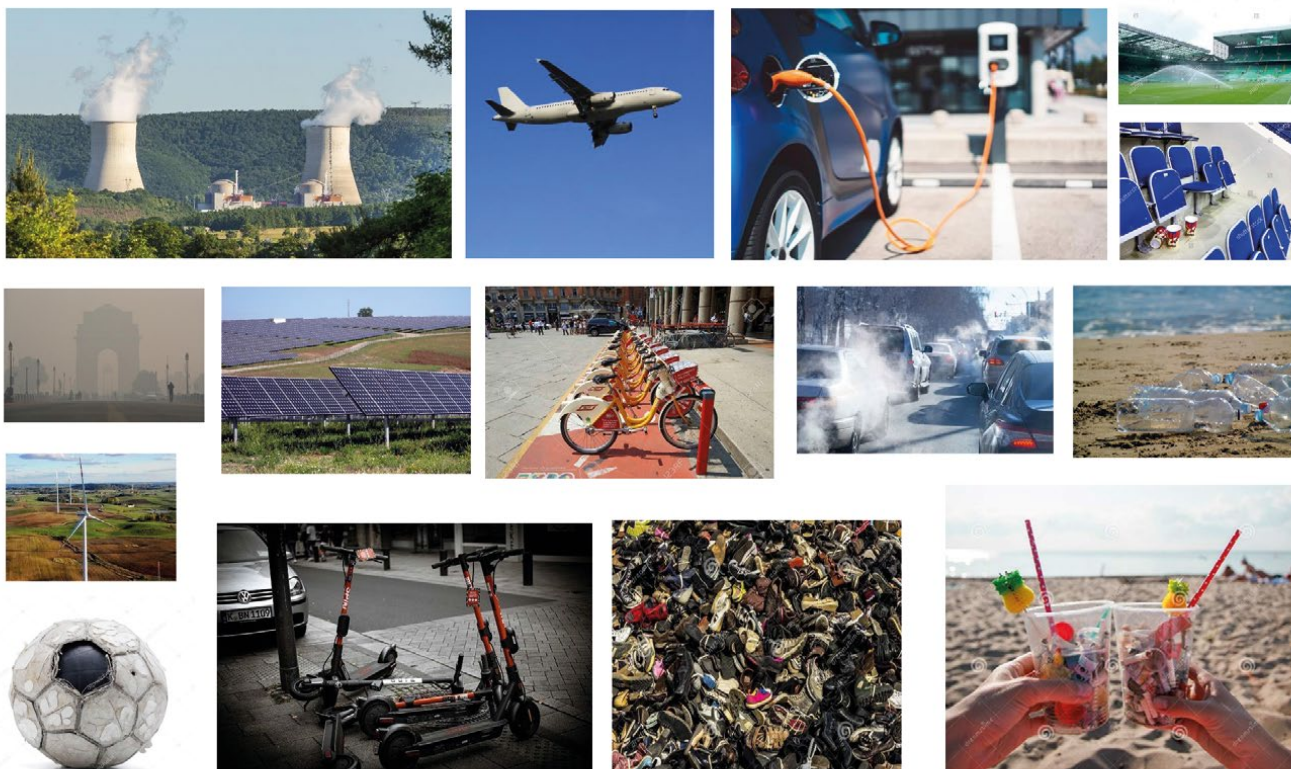
- You can find more publications/ educational resources/data and case studies on environmental footprint: <https://www.footprintnetwork.org/resources/publications/>

HANDOUT – LADDER OF SOLUTIONS

WHAT STRATEGIES/IDEAS CAN WE USE TO IMPROVE OR REDUCE THE ENVIRONMENTAL FOOTPRINT OF OUR SPORT CLUB?



IMAGES EXAMPLES



Sustainable Mobility Scanner

TOPICS: Sustainable mobility



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (individual reflection, where do you stand, testing, work in couples, debriefing) - Movement (in the first part of where do you stand)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 1:20 hour

VENUE: Working Room/Space

STAFF INVOLVED: 1 trainer, 1 Facilitator/Support Staff

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At the local level we strongly suggest mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: * List of signatures, A4 or A5 papers, pens, questionnaire printed, board, handout

OBJECTIVES:

- To identify what are the mobility habits of individuals (athletes, staff, fans) and sport clubs for trainings and matches
- To raise awareness on the environmental impact of the mobility adopted to attend trainings and matches
- To reflect and create solutions on sustainable mobility, such as policies for clubs and sport events

OVERVIEW: The activity is planned to reflect about sustainable mobility for athletes, managers, fans and clubs and try to find solutions to turn mobility policies more sustainable for individuals and for clubs. The session will be divided in four different steps:

1. Introduction/Brainstorming
2. Main activity
3. Debriefing
4. Final evaluation

ACTIVITY

1. Introduction/Brainstorming

 **Time: 30 minutes**

HOW MUCH DISTANT CAN I GO?

1. On the floor, in advance, trace a line long like the room, or enough to accommodate most people present, with a stripe of paper-tape.
2. Explain the participants that one end of the tape represents the 0 and the other one the maximum number, usually set for these questions on 20. You will read a list of questions and participants should move on the line according to the distance they think applies for them for that specific question.

* Here is a possible list of questions:

- A) How many km can you make during a training session?
 - B) How many km can you make during a football match?
 - C) How many km do you usually make by foot daily?
 - D) How many km would you cover by foot to reach your destination?
 - E) How many km do you usually cover with your car to reach your destination?
3. After each question you wait for every participant to move in the line and then you ask some of them to share. **In each question remember to let them restart from the point 0!**
 4. Once done, you invite them to reflect on that and you can pass to the second activity.

2. Main Activity

 **Time: 30 minutes**

SUSTAINABLE MOBILITY SKILLS

5. You will provide each participant a test with different questions to reflect upon.

List of questions:

A) PERSONAL

- During your everyday life, which means of transport you use the most in the city?
- During your everyday life, which means of transport you use the most to go out of town?
- When you go for holidays do you use mostly plane/train/bus/car?

B) YOU & YOUR SPORT

- How many times per week you go to your sport center/stadium/pitch?
- How many times you go by walk?
- How many times you go by bike?
- How many times you go by bus?
- How many times you go by car?
- Do you ever organize going with a single car with more people or each person goes with own car?

C) ABOUT YOUR SPORT CLUB

- When you go to a match is your club organizing just one bus for all the team to move or each person goes independently?
- When you play a transfer match is your club organizing to move mostly by bus, train or plane?
- Does your sport club have any policy towards sustainable mobility of athletes? (i.e., free bus tickets, electric cars for players, etc.)
- Does your sport club have any policy towards sustainable mobility of fans? (i.e., website to organize shared transport, free drink/snack showing the bus ticket, awareness campaigns, etc.)

6. Participants need to answer the questions and then they are divided in pairs in order to share the results with someone else.
7. Straight after you can move on to the next part of the activity.

8. *** You show them a diagram of skills like Pro Evolution Soccer or FIFA which is divided in 5 different factors on what they consider more when they move. The five factors are:

- I) Time
- II) Distance
- III) Money
- IV) Environmental impact
- V) Easy/Comfortable/Accessible

9. You can print the diagram or either draw it and tell your participants to reproduce it.
10. To do the diagram they need to place a dot on the edge if they think that factor is more important or center oriented in case they think that factor is not much important for them.
11. After the dots are made, tell them to connect the dots with lines and they are going to have their personal diagram.
12. Straight after, tell them to share it in groups of four (you can put together two of the previous couples) for 5/10 minutes and ask them to create one diagram which is ideal for the four of them for their sport club in terms of organizing their movement habits.
13. Once done, you call them back in a circle and you start the debriefing.

3. Debriefing

L Time: 20 minutes

**** Once the main activity will be finalized ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- Have you ever thought to consider your mobility impact and the mobility impact of the people around your sport activities?
- Is your club following any particular policy for sustainable mobility? If yes, what?
- Have you ever discussed within the management of your club about this matter?

- How would you improve the mobility of your club?
- How do you think mobility for sports events can be improved?
- What could be done to promote and foster also other people (fans, parents) to choose sustainable mobility?

At the end of the debate, you can show the participants a list of different means and their impact in the environment.

4. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education

TIPS FOR FACILITATORS

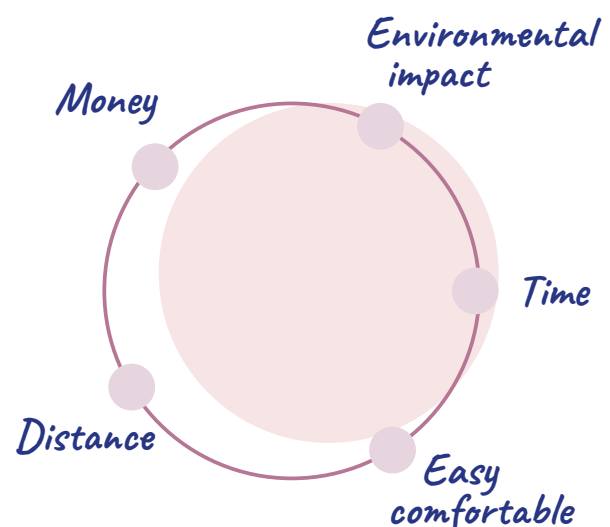
* Remember to print or draw all the things needed in advance before the session starts.

** If any further question comes in your mind and you think it's worth to make it add it, the where do you stand it's an activity which depends a lot on the participants and on the questions you make them, try to stimulate the debate.

*** You can decide to let participants draw their diagram which is more involving. Instead, if you do have short time you can print the handout we provide here.

**** You can add any question to the debriefing that for you may be relevant in the debate.

HANDOUT



Timeline of Decomposition

TOPICS: Waste Management



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (group work, presentation, debate, debriefing)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 45-55 minutes

VENUE: Working Room/Space

STAFF INVOLVED: 1 trainer, 1 facilitator/staff

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At local level we strongly suggest mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: Scotch tape, whiteboard with flipcharts, markers, scissors, glue

OBJECTIVES:

- To discover time of decay of the different waste we produce in our daily life
- To introduce the topic of reduce, recycling, reuse and raise awareness on individuals
- To debate on habits and behaviors to be addressed with different kind of waste

OVERVIEW: This session has been designed in order to introduce the topic of reduce, reuse & recycle by exploring time of decomposition of different waste and discuss about different connected habits. The session will be divided in three different steps:

1. Main activity
2. Debriefing
3. Final evaluation.

ACTIVITY

1. Main Activity

L Time: 25 minutes

1. Print out the names of the elements in the table in the handout or find pics for each of them.
2. Prepare a number of papers with the printed "timeline of decomposition" from 1 week to 1000 years, or use a flipchart
3. Divide participants in different groups of 4-5 people and you provide them the list of objects. As a group they decide where to place objects according to how much time it takes for that object to get decomposed in the environment. They need to stick the names of the objects on the timeline paper they have. *
4. You can give around 15 minutes to let them place the objects/waste on the timeline.
5. Once finished, you can ask each group to explain their list. Other groups can object on the positions of the objects and can convince others to change. They have 10 minutes for this debate.
6. At the end you show the real time of decomposition of every object on the board.
7. You can start straight the debriefing.

2. Debriefing

L Time: 15 minutes

** Once the main activity will be finalized ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- Did you expect such a long time to decompose for some waste?
- Which object surprised you the most according to time of decomposition?
- What is the object that you waste more in your sport club? Which one has the biggest impact?
- Do you think here in your club there is use of any of the listed objects? How would you reduce the consumption of it?

- How would you support and promote a more ethical behavior towards this issue with your players and staff?
- Do you think you can create something like a campaign to raise awareness on time of decomposition?

3. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.

TIPS FOR FACILITATORS

* Remember to ban participants from using phones or other devices to look for the correct answers. They need to place the objects based on their perceptions and ideas.

** Remember that these questions of the debriefing are there as a base but you can add any according to your feeling and the group of people you do work with.

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- http://storage.neic.org/event/docs/1129/how_long_does_it_take_garbage_to_decompose.pdf

HANDOUT

OBJECTS	TIME OF DECAY
Glass Bottle	1 million years
Monofilament Fishing Line	600 years
Plastic Beverage Bottles	450 years
Disposable Diapers	450 years
Aluminium Can	80-200 years
Foamed Plastic Buoy	80 years
Foamed Plastic Cups	50 years
Rubber-Boot Sole	50-80 years

OBJECTS	TIME OF DECAY
Tin Cans	50 years
Leather	50 years
Nylon Fabric	30-40 years
Plastic Film Container	20-30 years
Plastic Bag	10-20 years
Cigarette Butt	1-5 years

OBJECTS	TIME OF DECAY
Wool Sock	1-5 years
Plywood	1-3 years
Waxed Milk Carton	3 months
Apple Core	2 months
Newspaper	6 weeks
Orange or Banana Peel	2-5 weeks

Timeline of decomposition

1 Week

1.000 Years



Water Playmakers

TOPICS: Water Consumption



DIFFICULTY LEVEL:



ACTIVITY TYPE: Static (individual reflection, debate) - Movement (the main activity of football game)

TARGET GROUP: Staff & Managers of Sport Clubs

GROUP SIZE: Maximum 20/25 people

TIME: 1:15 hour

VENUE: Football field or big area where they can play and work in groups

STAFF INVOLVED: 1 trainer

LANGUAGE: All the activities will be implemented using the most suitable and comfortable language for the group of beneficiaries. At the local level we strongly suggest our mother tongue to guarantee the effectiveness of the workshop.

MATERIALS: A4 sheets of papers, pens, paper cups, water, football ball, whistle, list of objects connected to water consumption (handouts 1)

OBJECTIVES:

- To raise awareness on water consumption in daily life and in the life of a sport club
- To debate and explore what are the solutions to change wrong habits and how to also improve governance on water consumption in the structures hosting sport events or training centers
- To reflect on good practices can be implemented realistically to improve water consumption in sport clubs.

OVERVIEW: The activity is planned to give the opportunity to the participants to realize the importance of checking and controlling habits on water consumption both as athletes and sport managers. The session will be divided in five different steps:

1. Introduction
 2. Main activity
 3. Debriefing
 4. Call to Action
 5. Final evaluation
-

ACTIVITY

1. Introduction

L Time: 20 minutes

Tell the participants we are going to play a football game today and then discuss about management of the club. Don't anticipate anything else if possible.

2. Main Activity

L Time: 20 minutes

1. The activity will start with the trainer and the participants all gathered in a circle, in a comfortable environment.
2. Divide the participants in 2 teams (be careful to create 2 teams which are as much as possible balanced).
3. Each player is holding a cup completely full of water. They have also to choose a "playmaker", which will hold two full cups, one in each hand **
4. They play 10 minutes' football match with one particular rule: if the playmaker scores a goal, it counts for 2.
5. At the end of the match you check the score. You take each paper cup and check which team managed to keep as much water as possible in the cups without spilling it. The team with more water will get 5 extra goals.

3. Debriefing

L Time: 20 minutes

Once the main activity is finalized, ask the participants to gather again in a circle to start the debriefing. To implement the activity and stimulate the debate you can use the following questions:

- Did you enjoy the activity?
- What was the most surprising thing in the activity for you?
- How did you feel with the water cups? Were you concerned or scared to pass the ball or spill water by passing the ball?
- You have just seen the team who saved more water was the winning team. Do you think that also in real life this positive behavior and action would turn you into a winner?

- Do you think in real life we take care about water consumption or not?
- Do we take care about the water consumptions of our sport club? How?
- In which way we can reduce the water footprint of our club? What is impacting the most?
- Is it a priority for your club? Have you thought about it? Have you ever discussed it?
- What strategies can we follow to have less water waste? What can we do to invite our players and staff to do the same?

*** At the end of the debriefing you can give them information about the objects contained in the table below and water consumption created by these objects, making them reflect if they are connected anyhow with their sport club.

4. Call to Action

Based on what they discussed and after seeing the impact of water consumption, the participants are gathered back in their teams, or in small teams, and they write down what they could implement to improve the management of water consumption in their clubs.

5. Final evaluation

L Time: 5 minutes

The participants will be requested to evaluate the workshop using a specific tool of non-formal education.



TIPS FOR FACILITATORS

****** In case you feel the need you can decide more than 1 play maker for each team by enhancing the number of water cups.

******* In the list of 9 objects you can add more or new ones with different water waste.

HANDOUT 1

WATER FOOTPRINT ON PRODUCTION AND IN OUR DAILY HABITS

You can print the object/habit and then on another paper the amount of water consumed. The participants will have to match them. Decide by yourself and according to your resources how big to print it and if you need to print it.



OBJECT / HABIT	WATER FOOTPRINT	SOURCE
Shower of 5 minutes	25 litres of water	Harvard University
1Kg of Beef meat	15.500 litres of water	The Guardian
1 t-shirt	2.700 litres of water	WWE
Football field	Average 100.000 litres of water per day	The Economic Times
1 Pizza	1.239 litres of water	The Guardian
1 football shoes	8.543,67 litres of water	The 7 percent
SMART Phone	904,50 litres of water	Water footprint calculator
1 pint of beer	168 litres of water	The Guardian
Produce a new car	147.631,06 litres of water	Automobile world

PUBLICATIONS / MATERIALS TO DEEPEN THE TOPIC:

- <https://www.watercalculator.org/>



3.4

SUGGESTED TOOLS FOR THE FINAL EVALUATION INSTRUCTIONS

As already explained, the final evaluation is a phase where the participants are asked to assess the entire workshop, their feedback is useful for educators and facilitators to better understand strengths and weaknesses of the activities proposed. You can use the tools proposed or create your own.

1. The penalty area

- Draw the penalty area of a football pitch on a flipchart
- Give a pen/pencil to each participant
- Tell them that the evaluation of the effectiveness of the workshop will consist in drawing a dot in the penalty area, the closest they put their dot to the goal post, the more effective they think the workshop was. (Inside the goal post 100% - in the middle of the area 50% - on the line of the area 10% - outside the penalty area 0%).

2. "Goals"

- The exercise could be implemented for the workshop implemented in the football pitch
- Give a ball to each participant
- Create five small "Goals" with plastic cones
- Assign a number from one to five to each goal
- Explain the participants after each one of your statements they evaluate the specific elements on a scale from one to five kicking the ball towards the related goal (1 is insufficient - 5 is very positive)

You can create your own statements, such as:

- dynamic
- personal contribution
- general effectiveness
- engagement
- topics covered
- flow of the structure
- facilitation
- etc.

3. Kick it!

- General evaluation
- The exercise could be implemented for the workshop implemented in the football pitch
- Give a ball to each participant
- Ask everybody to stand inside the penalty area

- Ask to kick the ball to evaluate the general effectiveness of the workshop
- The rule is to kick the ball inside the goal post in case they are satisfied, close to it if not completely, as far as they kick the ball from the goal post the more dissatisfied they are

4. Smile

- Give a pen and a card with this drawing to each participant
- Ask them to write a word in every hexagon to describe how they feel after the workshop

5. Ball puzzle

- The same evaluation process done in the previous activity could be done with a real ball, asking every participant to write a single word in one hexagon of the same ball

6. Tactical system

- Draw a football pitch on a flipchart
- Give a pen to each participant
- Tell them to draw themselves in the pitch, like in tactical system pre-match, to represent their experience during the workshop and to explain why they have that position. (i.e., playmaker because I supported the others or outside the field because I have just watched and I did not give any contribution, etc.)

7. Goal, red card or yellow card?

- Take three flipcharts/papers: one red, one yellow, one white; on the white one draws a goal post
- Give a pen to each participant
- Tell them they have to write a comment on each one of three papers, the red paper represents a "red card" they should write on it the things that did not work or the ones they did not like; "yellow card": they should write on it suggestions for things that could be improved; "Goal post": the elements they liked and enjoyed the most



For more information and references, you can consult our website <http://www.greencoacherasmus.eu/>