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STELLA

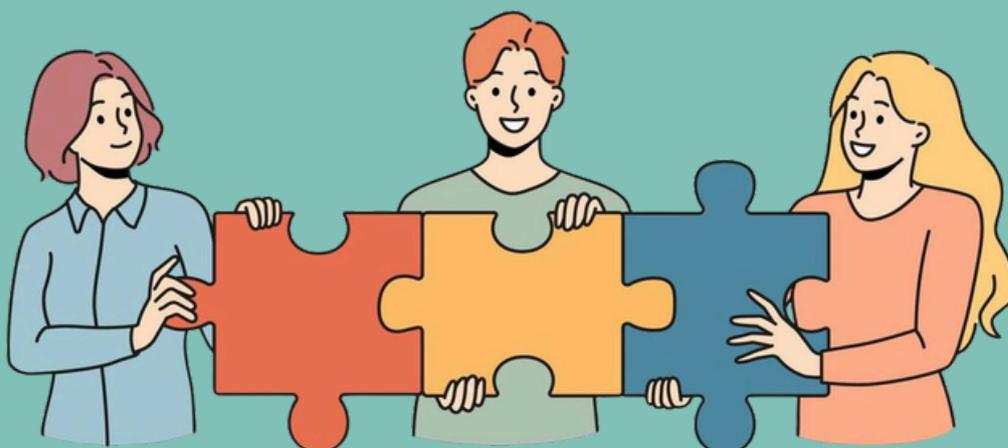
TOOLKIT

STELLA PROJECT

**Sport-based initiatives promoting
environmental sustainability**



TABLE OF CONTENTS



01 INTRODUCTION

02 THE TOOLKIT

03 ENERGIZERS

04 ACTIVITIES INSTRUCTIONS
A. DAY 1
B. DAY 2
C. DAY 3
D. DAY 4
E. DAY 5
F. DAY 6

05 EVALUATION

06 CONCLUSION



The **STELLA** Project: Sport as a Tool for Environmental Sustainability Learning

The **STELLA** Project is an **EU-funded initiative** dedicated to integrating **environmental sustainability into youth work through sports**. The project seeks to **empower young people and youth organisations** with the necessary tools, knowledge, and inspiration to address **climate change** and **sustainability challenges** using **sports as an educational medium**.

STELLA's Objectives

STELLA aims to enhance the role of youth organisations in promoting environmental sustainability by:

- **Raising awareness** among young people about their environmental footprint and encouraging ethical behaviours through sports-based activities.
- Providing youth workers, leaders, and trainers with innovative, **non-formal education tools** centred on sports to foster sustainability awareness.
- Engaging **young people as active agents** of change in their communities by promoting civic participation and sustainable initiatives.
- **Sharing best practices and case studies** highlighting how sports can be effectively utilised to inspire environmental responsibility.

Key Activities and Expected Outcomes

The project's products are the following:

- **A Best Practices Guide**, which is a collection of **75 proven best practices**, that demonstrates how sports can effectively be used to educate and engage young people in environmental sustainability.
- **A training for 20 youth workers, trainers, and facilitators** through a specialised programme held in Malta in March 2025.
- **Twenty-five (25) workshops across the participating countries**, engaging at least **500 young people** and **key stakeholders** such as policymakers, educators, and sports coaches.
- The **development of online inspirational content on sports and the environment** to be shared through newsletters, online magazines, social media profiles and such.
- **Ten (10) interviews with relevant stakeholders** (sportspeople, academics, environmental experts, policy makers) to inspire youth on sport and the environment.
- **A training kit in English, translated into five languages, with 50 printed copies, including methodological approaches** and at least **25 different workshops on different related topics** (energy consumption, water consumption, waste management, recycling, sustainable transport, etc.).



PARTNERSHIP & IMPLEMENTATION

Partnership

Project STELLA is a collaboration between five organisations:

- **TDM 2000 ODV** (Italy)
- **Active Zone Outdoor** (Cyprus)
- **Entrepreneurship and Social Economy Group** (Greece)
- **SYAJ - Associacao Juvenil Synergia** (Portugal)
- **TDM 2000 Malta** (Malta)



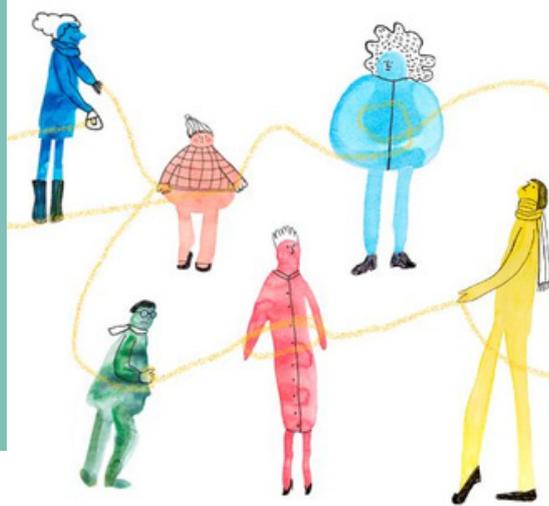
Implementation

Through **structured work packages**, including training tool development, local actions, and visibility campaigns, STELLA aims to create a lasting impact by **fostering sustainable habits** among youth and **influencing policy recommendations** on sports and environmental sustainability.

By leveraging the power of sports, Project STELLA aspires to cultivate a generation of **environmentally conscious** and **socially responsible young individuals** committed to sustainability.



STELLA



THE TOOLKIT

This **toolkit** is the main outcome of the **STELLA Project**, providing youth workers, trainers, and facilitators with a **ready-made package** for delivering **environmental sustainability training through sport**. It is designed for anyone working with young people in **non-formal education** settings, who are seeking **practical, engaging, and adaptable tools** to raise environmental awareness and promote responsible behaviours.

The toolkit **complements a separate compilation of best practices** developed during the project, which **highlights workshop formats** successfully implemented across partner countries. These workshops **combined sporting activities with sustainability themes** and served as the foundation for many of the materials in this manual.

Inside this training kit, users can find a complete package of **structured sessions, activity guides, and sustainability content** that can be used as a **full six-day training programme** or can be adapted to suit individual needs.

The layout follows a **day-by-day structure**, including sections on **energisers, ice-breaking activities, and the main workshops**. While the six-day structure is a **suggested format**, facilitators are encouraged to **adapt the programme** as they see fit.

An **intercultural night** is also included as part of the proposed programme. This activity is especially suited to international or intercultural settings involving **participants from diverse backgrounds**. However, it can easily be adapted to a local context, **servng as a closing session** that **brings together the group** — particularly effective when working with young people who are sports enthusiasts.

For youth workers or organisations in Italy, Malta, Greece, Cyprus, Portugal, or beyond who are **interested in recreating** these workshops and would like **support in tailoring** the content to their local context, the **project partners can be contacted** using the **details provided at the end of this toolkit**.

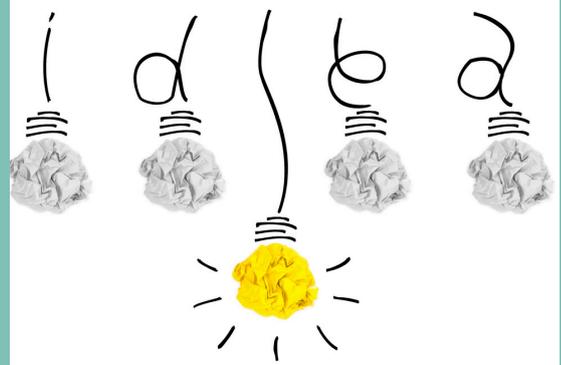


The proposed six-day training programme



Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
-	Energiser (15 min)	Energiser (15 min)	Energiser (15 min)	Energiser (15 min)	Energiser (15 min)
Get to Know Each Other	Environmental Sustainability Pillars	STELLA - Water Consumption	STELLA - Reduce, Reuse, Recycle	How to preserve the environment?	Environmental Policy Making Exercise
Expectations and Fears (30 min)	Environmental challenges: What matters?	STELLA - Energy Efficiency	STELLA - Upcycling Challenge	How to regenerate the environment?	What can the business sector do?
Learning Methodology and Educational Approach	What is Sport?	STELLA - Sustainable Mobility	STELLA - Food Waste	How to enjoy the environment?	Capitalizing: Action Plan
Team Building	How can Sport support Environmental Sustainability Education?	STELLA - Biodiversity	STELLA - Climate Change	What can citizens do?	Final Evaluation (30 min)
Daily Evaluation (15 min)	Daily Evaluation (15 min)	Daily Evaluation (15 min)	Daily Evaluation (15 min)	Daily Evaluation (15 min)	-
		Intercultural Evening: Sport Fanatics			





The following is a list of 15-minute energisers that can be used as the first activity of the day to help participants warm up, refocus, and build group energy.

1) Eco-Tag

Activity Title: Eco-Tag	Source: Adapted from traditional tag games
Topics: Pollution awareness, environmental impact	Methods used: Active movement, simulation
Sport used: Running, agility	Target Group: Youth workers, participants aged 12+
Time: 15 minutes	Materials: Cones or markers
Space: Open space	Objectives: To understand the spread of pollution To develop teamwork and strategy skills

Activity

Introduction (5 minutes)

- Explain that this is a modified game of tag where “polluters” spread environmental harm while “eco-warriors” try to clean up.
- Discuss how pollution spreads quickly and is harder to contain.

Simulation (8 minutes)

- Choose two “polluters” who chase others. When they tag someone, that person becomes another polluter.
- Select two “eco-warriors” who can “clean” people by tapping them back into the game.
- The game ends when all players are either polluters or saved.

Debriefing (2 minutes)

Ask participants:

- What did you notice about how pollution spreads?
- How difficult was it to clean up?
- How does this relate to real-life environmental issues?

Conclusions

Relate this game to environmental responsibility: prevention is easier than clean-up

Possible adaptations: Adjust the number of polluters/eco-warriors for difficulty.



2) Waste Relay Race

Activity Title: Waste Relay Race	Source: Adapted from relay races
Topics: Recycling, waste management	Methods used: Team challenge, competition
Sport used: Running, coordination	Target Group: Youth workers, participants aged 12+
Time: 15 minutes	Materials: Recyclable waste items (plastic bottles, paper, etc.), bins labelled for different waste types
Space: Medium-sized area	Objectives: To learn about sorting waste properly To develop teamwork and decision-making skills

Activity

Introduction (5 minutes)

- Explain that participants race to sort waste items into the correct bins.
- Discuss the importance of proper waste management.

Simulation (8 minutes)

- Divide into teams. Each team has a pile of mixed waste.
- One by one, players run to the pile, grab an item, and place it in the correct bin.
- The first team to correctly sort all items wins.

Debriefing (2 minutes)

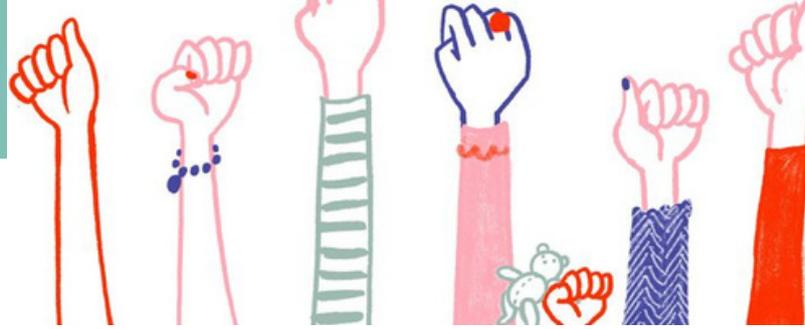
Ask participants:

- How did you decide where each item went?
- What challenges did you face?
- How can we apply this in daily life?

Conclusions

Reinforce the importance of recycling and reducing waste

Possible adaptations: Use local recycling rules for more relevance



3) Water Conservation Dodgeball

Activity Title: Water Conservation Dodgeball	Source: Adapted from dodgeball
Topics: Water conservation, scarcity	Methods used: Active participation, strategy
Sport used: Throwing, dodging	Target Group: Youth workers, participants aged 12+
Time: 15 minutes	Materials: Cones, ropes, hoops, and small obstacles
Space: Open area	Objectives: To simulate the challenges posed by climate change To encourage teamwork and problem-solving

Activity

Introduction (5 minutes)

- Explain that the game represents water scarcity.
- The goal is to protect "clean water" while avoiding pollution.

Simulation (8 minutes)

- Players are divided into two teams: one representing "clean water protectors," the other "polluters."
- Polluters try to hit clean water protectors with "pollution" (soft balls).
- If hit, a player moves to the "polluted" area. Protectors can rescue them.

Debriefing (2 minutes)

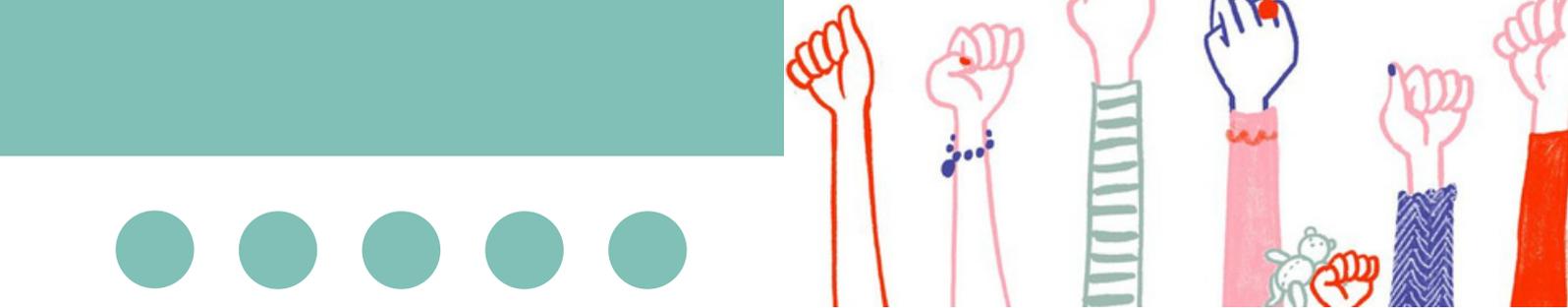
Ask participants:

- How did pollution spread?
- How can we protect clean water sources?

Conclusions

Discuss ways to conserve water and prevent pollution.

Possible adaptations: Adjust team sizes or game duration.



4) The Climate Change Obstacle Course

Activity Title: The Climate Change Obstacle Course	Source: Adapted from obstacle courses
Topics: Water conservation, scarcity	Methods used: Physical activity, simulation
Sport used: Running, balancing, jumping	Target Group: Youth workers, participants aged 12+
Time: 15 minutes	Materials: Soft balls, buckets labelled "clean water" and "polluted water"
Space: Open space	Objectives: To visualise the impact of water pollution To encourage water conservation habits

Activity

Introduction (5 minutes)

- Explain that participants will navigate an obstacle course representing different climate change challenges.
- Each obstacle represents a real-world environmental issue.

Simulation (8 minutes)

Set up an obstacle course with stations such as:

- Rising Sea Levels: Walk across a balance beam (representing unstable ground).
- Deforestation: Jump over "fallen trees" (cones or ropes).
- Extreme Weather: Run through a zigzag path (simulating unpredictable conditions).
- Pollution Cleanup: Pick up scattered "trash" (paper or soft objects) and carry them to a bin.

Participants must complete the course while adapting to these environmental challenges.

Debriefing (2 minutes)

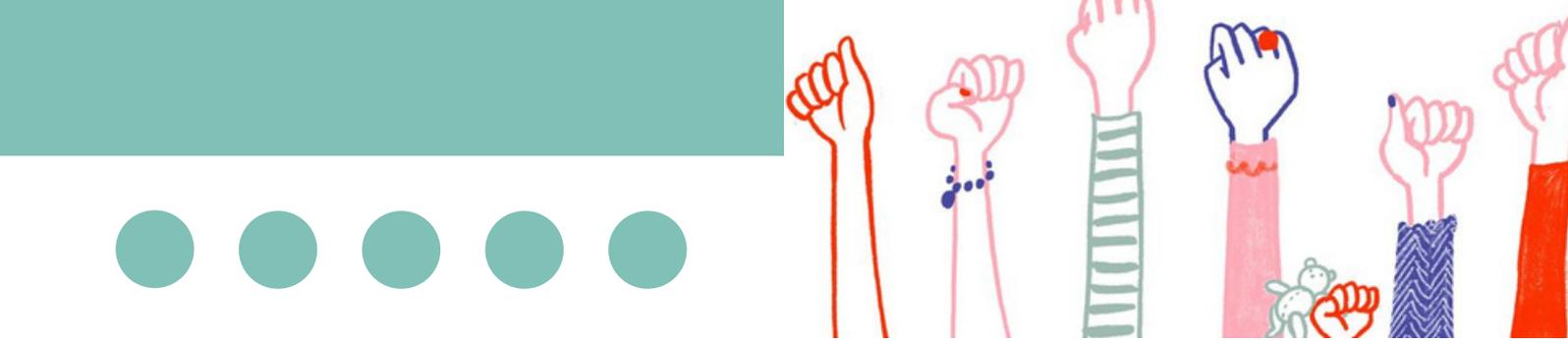
Ask participants:

- What was the hardest challenge?
- How did you work through obstacles?
- How does this relate to real-world environmental issues?

Conclusions

Emphasise the importance of resilience and collective action in tackling climate change.

Possible adaptations: Adjust obstacles based on available space and materials.
Add team-based challenges for collaboration.



5) Environmental Scavenger Hunt

Activity Title: Environmental Scavenger Hunt	Source: Adapted from scavenger hunts
Topics: Biodiversity, nature conservation	Methods used: Exploration, problem-solving
Sport used: Walking, running	Target Group: Youth workers, participants aged 12+
Time: 15 minutes	Materials: List of natural items to find (e.g., leaves, rocks, insects)
Space: Outdoor area	Objectives: To increase awareness of local biodiversity To encourage observation and appreciation of nature

<p>Activity</p> <p>Introduction (5 minutes)</p> <ul style="list-style-type: none"> • Explain that participants will search for specific natural items. • Discuss how each item contributes to the ecosystem. <p>Simulation (8 minutes)</p> <ul style="list-style-type: none"> • Give teams a checklist. • They must find and document each item. <p>Debriefing (2 minutes)</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • What surprised you? • What did you learn about your environment? <p>Conclusions</p> <p>Encourage appreciation for nature and conservation efforts.</p>
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Handouts (if any): List of natural items to find (e.g., leaves, rocks, insects)
Possible adaptations: Use photos instead of collecting items to avoid environmental harm.



Activity 2 - Expectations and Fears

Activity Title: Expectations & Fears	Source: N/A
Topics: <ul style="list-style-type: none"> • Understanding personal expectations • Identifying fears and concerns • Building a positive workshop environment 	Methods used: <ul style="list-style-type: none"> • Group Discussions • Reflection and Sharing • Visual Representation (Flipcharts, Sticky Notes)
Sport used: Icebreaker movement-based activities (if applicable)	Target Group: Youth and youth workers
Time: 30 minutes	Materials: <ul style="list-style-type: none"> • Flipcharts and markers • Sticky notes or index cards • Whiteboard (if available)
Space: Indoor or outdoor space with room for discussion and activity setup	Objectives: <ul style="list-style-type: none"> • To explore participants' expectations for the workshops. • To identify and address potential fears or concerns. • To create a supportive and open learning environment. • To set a collective tone for engagement and participation.

Activity

Introduction (5 minutes) – Icebreaker & Overview

Welcome participants and introduce the activity.

- Icebreaker: "Describe your feeling about the workshop in one word." (Participants share their words.)
- Explain the importance of setting expectations and acknowledging fears before engaging in the workshops.

Group Activity (15 minutes) - Listing Expectations and Fears

- Divide participants into small groups.
- Give each group sticky notes or index cards.
- Ask them to write down their expectations for the workshops on one set of sticky notes and their fears on another.
- Each group posts their notes on two flipcharts labelled "Expectations" and "Fears."



Debriefing (5 minutes) - Reflection and Discussion

- Review the flipcharts and group common themes.
- Discuss key questions:
 - What common expectations do we share?
 - How can we work together to meet these expectations?
 - How can we address or reduce our fears?
- Highlight any concerns that will be addressed in the workshop.

Conclusions (5 minutes) - Setting a Positive Tone

- Reassure participants that their contributions are valuable.
- Emphasise the workshop as a safe space for learning and growth.
- Encourage open-mindedness and collaboration throughout the sessions.

Handouts: None required, but facilitators may summarise key expectations and fears in a shared document.

Tips for trainers:

- *Encourage honesty and openness.*
- *Ensure a non-judgmental atmosphere.*
- *Acknowledge and validate concerns while fostering a solution-oriented mindset.*

Links for reference: N/A

Possible adaptations:

- *If working with younger participants, use drawings instead of words.*
 - *If time allows, facilitate a short role-play addressing one or two common fears.*
- Use an online tool (e.g., Padlet) for virtual sessions to collect responses.*





Activity 3 - Learning Methodology and Educational Approach

<p>Activity Title: Eco Moves: Sustainability Lessons Through Sport</p>	<p>Source: <u>The Sports Footprint</u></p>
<p>Topics:</p> <ul style="list-style-type: none"> • Environmental sustainability in sports • Creative educational methodologies (experiential, participatory learning, GBL) • Raising sustainability awareness through physical activities 	<p>Methods used:</p> <ul style="list-style-type: none"> • brainstorming • relay race simulation • experiential learning (exercises)
<p>Sport used: Running (relay races)</p>	<p>Target Group: 15-30, (at least) 20 participants (could be divided into groups of 4 or 5 people), no need to be practising the specific sport (but maybe have as a hobby/preference for jogging/racing)</p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Cards(will be used during the race) • Flipchart papers • Markers • Whistle (if it is made from reusable materials, yes, otherwise clapping hands could be used to signal the start of each round) • Instead of a baton (which is not made with eco-friendly materials, participants could use either a baton made out of recycled material or something natural such as a branch) • Optional background music [but preferably using portable speakers that use rechargeable batteries etc)
<p>Space: flat open: sports field, in a park, in nature</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • to learn/explore creative/innovative methods for teaching sustainability through sports • to develop environmental awareness and get more in-depth knowledge about sustainability using sport-based activities.



Activity:

Introduction (10 -15 minutes)

Icebreaker: Ask participants to introduce themselves and share something special about themselves. You could use a relay baton (or any other object you want) to signify whose turn it is to speak, passing it to the next person to continue the introductions.

Then, the facilitator briefly explains the link between sports and environmental education. For example: facilitators share the sustainability challenges in sports (extreme waste at sports events, usage of non-eco-friendly gear).

Simulation (45 minutes)

Preparation- setup of the place: Create a relay course and divide the space into 3 stations.

1st station: How to recycle (for example: place bins with the appropriate labels (recycling etc) and provide to the participants a variety of recyclable and non-recyclable materials/items)

2nd station: How to conserve energy (prepare trivia or multiple choice questions related to energy-saving practices in sports. Provide cards with the right answer.)

- Example questions (questions with options on the front - tight answer on the opposite side)

Q1	<p>What is the most efficient (in terms of energy) way to heat a sports facility?</p> <p>a.Using electric heaters b.Using solar panels c.Using natural gas heaters</p>
Q2	<p>How can a sports club reduce its water and energy usage during training?</p> <p>a.Leaving training lights on after hours. b.Using water-saving showers and taps c.Letting water run during training breaks</p>

3rd station: Becoming aware of carbon footprint (place any eco-friendly material to create an obstacle course/or a "zig-zag path". At the end of the course/path place a flipchart for participants to write up to three ideas/suggestions/recommendations for reducing carbon emissions in sports)

Possible recommendations would be related to the: transportation of athletes, and energy sources of sports facilities.

-After dividing participants into 4 teams of 5 *and* before starting the race, set rules:

- The first participant from each team can only begin after the facilitator's whistle (or clapping)
- Each team member completes one station before passing responsibility (via a baton -if used-)
- Tasks or answers must be completed correctly before moving to the next station.

- Execution of the race



Debriefing (20 minutes)

Questions:

1. Do you feel more aware of environmental sustainability?
2. If you were to design a similar activity, what would you do differently to make it more impactful?
3. Which task taught you something new about environmental sustainability?
4. What sustainable practices could sports organizations adopt to reduce their environmental impact?

Conclusions (10 minutes)

1. Remind of the purpose of the workshop.
2. Ask the participants about their take-home message from this workshop.

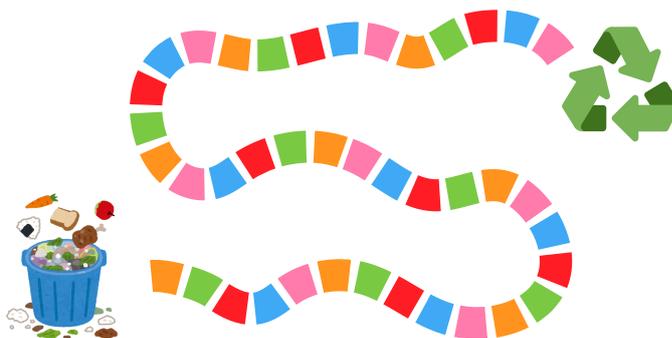
Handouts: - Information for recycling practices: [Recycling Simplified: Recycle Smarter with Republic Services](#)

Tips for trainers:

- Ensure that physical challenges are safe.
- Give clear instructions to the participants and ensure that everyone understands the activity.
- If needed, make the appropriate adjustments to meet the needs of participants.

Possible adaptations:

If the target group is younger than the target group above, then make sure that you add more fun elements and adjust the physical and knowledge task to their developmental stage (for example: the physical tasks can be more intense due to the energy levels, but the knowledge activities should be simpler and adjusted to their educational level) . Also, you could add some small rewards that can make younger people more engaged to participate.





Activity 4 - Team Building

<p>Activity Title: Team Building Activity "Mission Impossible"</p>	<p>Source: -</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Problem-solving • Task allocation • Decision Making • Team spirit • Leadership 	<p>Methods used: team-building</p>
<p>Sport used: -</p>	<p>Target Group: young people (students, athletes, scouts, members of youth clubs) 13-30 years old</p>
<p>Time: 75 minutes</p>	<p>Materials: recycled material such as plastic or paper items, glue, ropes,</p>
<p>Space: indoor or outdoor for a group of 20-40 young people who will be grouped in teams of 4-5 participants each.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To develop teamwork, creativity, and problem-solving. • To promote the reuse of materials and reduce waste. • To encourage creative thinking and resourcefulness.

Activity

Introduction (5 minutes) – ...

The facilitator or youth worker will explain the activity to the group of participants. The group will be divided into teams of 5-6. Each team must complete a number of tasks. The first team to finish all tasks successfully wins the challenge.

TASKS:

Task List

50 Push-ups per Team

Distribute the 50 push-ups among team members as needed.

Flip the Bottle

Successfully flip a water bottle in the air and make it land upright. Each team must achieve two successful flips before moving to the next task.



✔ **Tennis Ball Balance & Goal Challenge**

Form pairs. Each pair must balance a tennis ball on their backs while moving 25 meters without dropping it. Each team requires two pairs to complete this. At the end of the distance, one player from each pair must successfully score a goal by rolling the ball between two cones.

✔ **Creative Challenge: Nature Art**

Using only natural materials found on the ground (e.g., leaves, stones, sticks), create a clear and legible representation of your project's name.

✔ **Brain Teaser: Combination Lock Puzzle**

The combination lock has three digits.

Clues:

1. The three digits add up to 15.
2. The first digit is twice the third digit.
3. The second digit is one less than the first digit.
4. None of the digits is zero.

Answer: 834

✔ **Plank Challenge**

As a team, hold a combined plank position for a total of 5 minutes.

Team members may take turns, but there must always be someone in the plank position until the total time is completed.

Creative time (40 minutes) - ...

Each group will have minutes to complete the mission.

Presentation of the results (20 minutes) -

Each team will explain how the team worked together, what challenges, difficulties, problems they faced and how they overcame. They will be also asked to mention what were the main skills they cultivated and developed during the activity?

Reflection & Conclusion (10 minutes)

The facilitator or youth worker will ask participants to stand up and imagine a line across the place which is divided in two sides, namely "I agree" and "I disagree". The facilitator will read a number of statements, and after each statement, participants place themselves on the imaginary line, according to how much they agree or disagree with the statement. After each statement, the trainers might ask one or two volunteers to share their thoughts with the group and then move on to the next statement.

Handouts: - Handout of a list of statements



04 DAY 2



Activity 1 - Environmental Sustainability Pillars

<p>Activity Title: Sustainability in Action - The three pillars of sustainability</p>	<p>Source: Hellenic Basketball Federation. Green League</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Inclusivity and community-engaging sports • Environmental, social & economic sustainability • Incorporating sustainability education into basketball practices 	<p>Methods used: Brainstorming, simulation activities, group discussions, outdoor activities (utilising basketball)</p>
<p>Sport used: Basketball</p>	<p>Target Group: 15-30 Years old. 10-30 participants. Anybody can participate, but it is ideal for basketball clubs/teams.</p>
<p>Time: 90 minutes</p>	<p>Materials: 3 Basketballs. 3 Reusable water bottles (not for drinking), markers, flipcharts, recycling bins or stations, disposable plastic cups (represent waste in activities), fake money (or something that represents money), and cones.</p>
<p>Space: Ideally a basketball court, as long as you have a basketball hoop you are fine.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore the relationship between sustainability and sports • To understand the relationship between environmental, social and economic sustainability • Develop and inspire eco-friendly practices at sports clubs • Foster responsibility concerning sustainability among participants • To encourage individuals to be more mindful of their impact on the environment



Activity

Introduction (15 minutes)

- Start with a few icebreakers, asking where participants are from and where they are from. Here you can use the basketball to represent whose turn it is to speak and pass the ball to a person of your choice to keep the introductions going.
- Short presentation on the three sustainability pillars, environmental, social and environmental sustainability. Begin by describing what sustainability is, what each pillar represents, and how they are related - how they impact each other (how economic sustainability can contradict environmental sustainability). Provide examples, ask questions, and allow participants to share their thoughts.
 - Environmental: Conservation, resources, biodiversity, pollution, climate.
 - Social: Cost-efficiency, growth, livelihoods, local business, trade.
 - Economic: Inclusivity, equity, community, health, education.

Simulation (50 minutes)

The simulation activity splits the participants into 3 groups (1 for each pillar), where they rotate 2 times to participate in three stations set to enhance their knowledge of each pillar of sustainability.

1. Spent 5 minutes dividing the participants into groups (3 groups in total) and introducing the simulation activities. After 15 minutes, each group rotates to the next station.
 - a. Group 1: Environment. Set up the recycling stations, where participants must throw the right waste into the right bin. If you hit the right one, you then throw a basketball into the hoop - if you score you get one point. However, if you miss the recycling bin with the trash, or hit the wrong bin - you cannot shoot. In the end, you can compare the points of each team, making it competitive and fun, whilst encouraging recycling behaviour.
 - b. Group 2: Social. This station is for practicing social inclusivity and participation. Here the team needs to run the entire length of the court whilst passing the ball so everybody has it at least 2 times - after that, you can shoot. The first time is a practice round, following them and then comparing the time of each group to make it competitive and fun. This activity highlights the importance of teamwork and inclusivity.
 - c. Group 3: Economic. This activity is not as physical as the other two. The group receives the fake money (or other symbol you choose). You prepare hypothetical investments for the clubs and their price. This can be, recycling stations, water refill stations, solar panels, expanding the arena, etc. With their limited budget, the group has to practice their teamwork and make decisions which combine economic and environmental perspectives of sustainability.

Debriefing (15 minutes)

Ask questions to the participants to get to know about their experience.

How did you think that activities today highlight the impact of our daily actions on the environment?

How can you integrate more eco-friendly practices into your routine or sports events to make them more sustainable?

How did the activities encourage teamwork and collaboration today?

How can we create more inclusive spaces in sports?

In your opinion, is it more important for businesses or individuals to make sustainable economic choices? Why



Conclusions (5 minutes)

Summarise key takeaways and information from the workshop

If you have created infographics or fact sheets, feel free to give out copies to the participants which they can bring home.

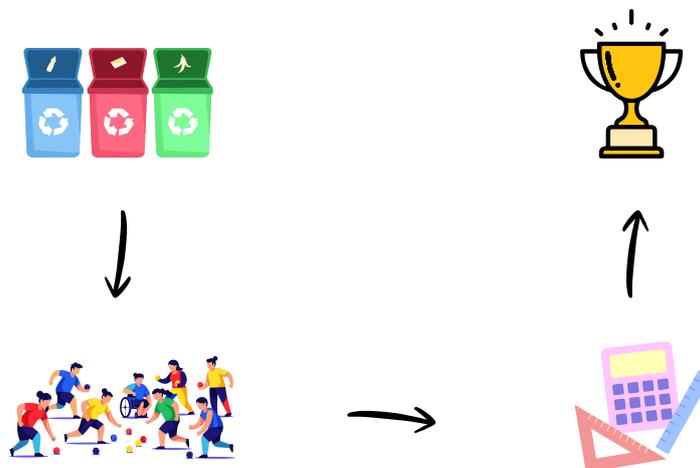
Ask participants about one small action or takeaway they bring with them from the day, or even inspiring points that they will incorporate into their lives.

Handouts: *Infographics or fact sheets*

Share articles or other resources to help inform them of environmental sustainability and action.

Tips for trainers: Sometimes, participants might feel shy or quiet during debriefing sessions. This is ok, and normal. Strive to create a safe atmosphere, if you ask a question and nobody responds, wait a few moments - often due to the silence people will start to speak. Additionally, when hosting a brief presentation at the start, try to make it interactive, ask questions, share interesting facts, and make it relatable, ideally where participants can raise their own experiences.

Possible adaptations: For the debriefing session, no need to ask all the questions depending on your remaining time. However, it is important not to rush the questions - rather ask fewer questions but allocate more time rather than rushing through the lot. Furthermore, feel free to be creative to be with different groups during the simulation activity. Change the length or add alternative dimensions, tasks and challenges depending on your target group





Activity 2 - Environmental challenges: What matters?

<p>Activity Title: Green Goals: How Sports Can Tackle Climate & Sustainability Challenges</p>	<p>Source: <u>Sustainability and Environmental Education in Outdoor Sports</u> (SEE)</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Current environmental challenges: Climate change, deforestation, pollution and biodiversity loss. • Actionable solutions to environmental challenges • Understanding the impact of humans on ecosystems 	<p>Methods used: Brainstorming, role-playing, problem-solving activities, group discussions.</p>
<p>Sport used: Football - although any type of sport with a round ball would work.</p>	<p>Target Group: 15-30 Years old. 20-30 People. Anybody can participate in the activities.</p>
<p>Time: 90 minutes</p>	<p>Materials: Football, football goal or cones, flip chart, stick notes, water bottles, markers,</p>
<p>Space: Large outdoor area, preferably a football pitch but a park of grass areas is sufficient.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To understand global and local environmental challenges • Encourage critical thinking and problem-solving abilities (for environmental challenges) • Promote collaboration and teamwork skills

<p>Activity:</p> <p>Introduction (15 minutes)</p> <p>Icebreaker: Ask participants, their names, where they are from, and an environmental issue they have noticed in their community. Do this standing, the person who starts has the ball and then kicks the ball to another person - indicating it is their turn.</p> <p>Introduce the workshop, its objectives, and shortly the importance of sports and environmental sustainability. Present a short presentation on the main global environmental challenges. Utilise visual presentation, infographics, pictures, and so forth to make it more engaging.</p>



Outdoor Activity (45 minutes)

Set up the activity 'maze', a group of checkpoints with basic tasks for participants to address environmental challenges. Groups switch every 5-10 minutes, before proceeding to the next station, each player must kick the ball in the net to represent 'Achieving sustainability goals'

Some checkpoints include:

Water Conservation Station: Teams provide a plan to conserve water

Pollution Awareness Station: Team put together a short action statement for reducing pollution in sports

Waste management station: Teams discuss circularity and recycling, providing concrete suggestions on how to improve the aforementioned topics.

If you have more time, you can also add the following activities:

Brainstorming Session (20 minutes)

Divide participants into small groups, 3-5 people.

Assign each group an environmental challenge, it can be plastic pollution, deforestation or climate change.

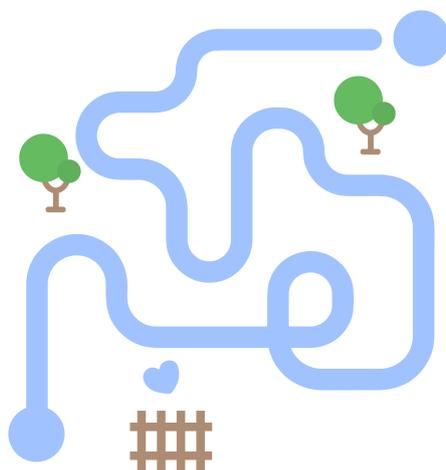
Each group brainstorms each of the following: causes, impacts, and potential solutions for each challenge.

Every 5 minutes, the game rotates. 2 People switch to another group they have not been part of. Each participant gets an introduction and warm-up to the various topics.

Simulation & Role-play (30 minutes)

Create a scenario in which each participant or group represents different stakeholders. Such as government, activists, and experts to address an environmental sustainability challenge. Topics include plastic pollution, greenhouse gases, fossil fuels, and so forth.

If you have different groups, end off with a group discussion to share insights and summaries discussions.





Debriefing (10-15 minutes):

Based on the group discussion, ask the following questions:

- What did you learn about the challenges and solutions?
- How can these activities apply to real-life environmental action?
- What role can sports and teamwork play in driving change?

Conclusions (10 minutes)

Summarise key takeaways and information from the workshop

If you have created infographics or fact sheets, feel free to give out copies to the participants which they can bring home.

Ask participants about one small action or takeaway they bring with them from the day, or even inspiring points that they will incorporate into their lives.

Handouts: Infographics or fact sheets

Share articles or other resources to help inform them of environmental sustainability and action

Tips for trainers: Sometimes, participants might feel shy or quiet during debriefing sessions. This is ok, and normal. Strive to create a safe atmosphere, if you ask a question and nobody responds, wait a few moments - often due to the silence people will start to speak. Additionally, when hosting a brief presentation at the start, try to make it interactive, ask questions, share interesting facts, and make it relatable, ideally where participants can raise their own experiences

Possible adaptations: Instead of using a football and kicking it in a football net, participants can shoot between two cones. Or you can do something similar with another form of ball that they throw. The important thing is using a sports activity to make it fun, that some exercise is involved, and using sports actions as a symbol for sustainability. If you have less time, have fewer topics. Furthermore, if you have time constraints, you do not need to use all three main activities. Use the maze activity, and follow up with the other in the roleplay and brainstorming session if you have time and if the participants are engaged





Activity 3 - What is Sport?

<p>Activity Title: <i>What is Sport?</i></p>	<p>Source: Inspired by local workshops develop during the “GetVal” Sport project</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Sport • Education • Leisure Time & Games 	<p>Methods used: Where do you stand? – Brainstorming - Drawing</p>
<p>Sport used: /</p>	<p>Target Group: 10-26 people, youth</p>
<p>Time: 75 minutes</p>	<p>Materials: Projector & Presentation (or papers with printed pictures), Flipcharts, Markers</p>
<p>Space: <i>Working room</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To discuss on the core elements of sport activities that are defining them as such • To debate about what is sport in our idea and find a common ground on which to move for following days and activities • To provide a definition on sport using both words and creative elements



Activity:

Introduction (5 minutes)

The facilitator explains that the following workshop will be dedicated to discuss what is our idea of Sport and what it means in our minds, providing pictures that can stimulate the discussion and debate among participants, and then providing them space to give their own shared ideas on the topic.

Where do you stand? (20 minutes)

The participants are asked to stay in the middle of the room and to observe the pictures that will be shown on the screen, and then to move in the room on one or the other side depending if they believe the activity portrayed is sport or not. To facilitate this recognition, it's suggested that a line is traced on the ground using paper tape, and two signs with "Sport" and "Not Sport" are hung on the two sides of the room.

The facilitator will show a series of pictures of different activities, and the participants will autonomously move depending on what they think.

After positioning themselves in the preferred position, the facilitators will ask some participants from each side to express their opinions and explain why they move like that.

Preparation of definitions of sport (25 minutes)

The participants are divided in groups and asked to portray their idea of sport in a drawing on a flipchart, after discussing the fundamental elements that define it.

Participants are also asked to include a short definition on what is sport according to them

Presentations (15 minutes)

The participants introduce their work like in an art gallery and explain what they wanted to show, and they conclude by giving the definition they worked about.

Conclusions (10 minutes)

The participants are presented with the definition of Sport from different dictionaries and institutions, shown on the screen. It's important to underline how these definitions are not sculpted in stone and each person can then take different elements to reflect on them





Handouts (if any):

Suggestions for pictures on Activities-Sports to show for the Where do you Stand?:

- Fishing
- Ultimate Frisbee /Frisbee Launching
- Pole Dance
- Juggling
- Pro Wrestling
- Horse-Riding (Race/Leisure)
- Formula 1
- E-Sports
- Chess
- Sudoku
- Gym
- Bodybuilding contexts
- Basketball (NBA/Street/Throwing paper in baskets)
- Running (Marathon/Parks/Just Running)

Definitions on Sport:

An activity involving physical exertion and skills in which an individual or team competes against another or others for entertainment. (Oxford Dictionary)

An individual or group activity pursued for exercise or pleasure, often involving the testing of physical capabilities and taking the form of a competitive game such as football, tennis, etc. (Collins Dictionary)

A game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job. All types of physical activity that people do to keep healthy or for enjoyment. (Cambridge Dictionary)

Sport shall be defined as an institutional activity involving physical exertion with the purpose of competition versus other teams or individuals within a collegiate competition structure. Sport includes regularly scheduled team and/or individual, head-to-head competition, within the competitive season(s); and standardised rules with rating/scoring systems ratified by official regulatory agencies and governing bodies. (National Collegiate Athletic Association (NCAA))

Additional Comments (if any):

- If you have an open air space, you can turn the activity in a more sportive one, where the participants are divided in teams and numbers, and each round a picture is shown, the participants have to run on the side they believe the pic has to fall (sport/not sport) and catch an object (i.e. small flag) and bring it back to the facilitator.
- Make sure every person has the chance to speak during the where do you stand activity, alternating who gives their own point of view.
- You can change the artistic way of portraying the definition of sport in something else (i.e. poetry, video, etc.) providing enough time to show it.



Activity 4 - How can Sport support Environmental Sustainability Education?

<p>Activity Title: <i>How can Sport Support Environmental Sustainability Education</i></p>	<p>Source: -</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Environmental Sustainability • Sustainability in sport events • Educational programs 	<p>Methods used: Roundtables</p>
<p>Sport used: /</p>	<p>Target Group: <i>young people aged 13-30, policy and decision makers (at least 3), role models in sports (at least 2), experts in sports (at least 2), educators (at least 1), environmental scientists (at least 1)</i></p>
<p>Time: 2,5h / 150 mins</p>	<p>Materials: <i>markers, post-it, flipcharts, A4 paper, tape, emoji stickers or stickers in star shape</i></p>
<p>Space: <i>indoor or outdoor place with 4 big round tables & chairs</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To foster awareness and understanding in environmental challenges and to identify environmental challenges with negative impact in local and national level • To explore measures and practices to mitigate these challenges through sport • To promote critical thinking and decision-making • To encourage active participation



Activity

Introduction (10 minutes)

The facilitator will introduce the participants into the objectives of the workshop. Then, he/she will briefly present the actors who have been invited to take part in the dialogues and are coming from different sectors. At least three of them will be policy/decision makers such as members of parliament, members of municipality board, sports federation board members, at least two of them will be coming from the sector of sports such as coaches, trainers, instructors, at least two of them will be role models such as athletes who demonstrated exceptional skill and dedication and might were engaged in community work, advocate for climate action and inspire others to pursue their dreams. Finally at least one actor will be coming from the education sector and at least another one will be environmental scientist.

Ice-breaking activity (10 minutes)

The facilitator will employ various methods to engage the participants and actors between them and get to know each other. In particular, a speed tasting with a twist game will be used as follows: chairs will be assembled in two circles, a small one and a larger one outside facing each other. Each participant will sit on the chair facing another participant and will ask questions to get to know the other person in 1 minute. Once the minute is over, the circle will rotate and the participants will have a new person sitting in front of them

Round Tables (100 minutes)

To facilitate the dialogue, the facilitator will employ the method of round tables. The participants, young people and guests (policy and decision makers, role models in sports, experts in sports, educators, scientists) will be divided into four teams and grouped in four round tables. Guests will choose a table but no more than two guests will be in each table. Main goal of the workshop is to provide opportunity to young people to discuss with several actors in a structured way the tentative questions:

- (a) What are the main environmental challenges that can be identified at the local and national level?
- (b) How can sport tackle these challenges and contribute to environmental sustainability education?

In the first section of the dialogue, the participants will brainstorm to find answers to the first question and the role of the facilitator will be to ensure that the participants cover all different aspects of the question. Every 10 minutes young people will change tables, in order to have the opportunity to discuss and exchange views with all policy makers/experts/role models/educators/scientists. The facilitator can pose explanatory questions to the participants to navigate them without influencing their ideas and opinions. Every opinion or idea will be noted in a post-it which will be then stucked on a flipchart of each team. After 40 mins, each group will present the results of their group to the plenary. Discussion will be followed coordinated by the facilitator and then the group will proceed to the second question.



In the second section of the dialogue, participants and guests will have to discuss and decide a number of proposals, particularly measures or practices regarding how sport can lead to environmental sustainability education. Each proposal must be written on an A4 paper. Afterwards, each participant and guest will get 5 stickers and will have to choose the 5 best proposals from the collection of proposals of the whole group, that from their point of view are more effective.

The final section of the workshop deals with the presentation of the main outcomes derived after the voting procedure. The facilitator will collect all proposals and announce the best five proposals that can be presented and disseminated to local stakeholders, schools, local authorities, business, sports organisations, environmental organisations etc. in order to be exploited and put into practice.

Debriefing (20 minutes)

The facilitator will provide participants with guiding questions such as "Do you feel that you reached your expectations?", "What did you learn today?", "Did you enjoy the whole experience?" and the participants will be encouraged to reflect on their learning experience either individually or in pairs.

Conclusions (10 minutes)

The facilitator will close the workshop by asking each participant and actor to express with one word their impressions/feelings after the workshop and then with relaxed music and socializing and networking will be followed.





Activity 1 - Water Consumption

<p>Activity Title: Dodge the pollution</p>	<p>Source: Manual for Human Rights Education with Young People</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Water consumption • Water waste • Water cycle 	<p>Methods used: Experiential Learning</p>
<p>Sport used: Dodgeball</p>	<p>Target Group: Age : 15-30. No participants: minimum 10 participants. Anyone can participate in the activities</p>
<p>Time: 90 minutes</p>	<p>Materials: buckets, hula hoops, or small nets to collect the balls. small buckets or sponges lightweight balls</p>
<p>Space: A sports field with a basketball basket, but if not possible this could be adapted to the specific place that you have</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Promote Environmental Responsibility • To understand environmental awareness • Integrate Physical Activity with Learning • Enhance Teamwork and Collaboration • Stimulate Critical Thinking



Activity:

Introduction (20 minutes)

Introduce the activity by introducing the concept of water systems.

- Create a simple relay circuit. Each participant represents a part of the water cycle (e.g., clouds, rivers, reservoirs).
- Use small buckets or sponges filled with water to mimic water transfer. Participants must pass water from one station to the next without spilling.

How to Play

- Participants race to transfer water from a "River" station to a "Reservoir" station.
- Keep the whole chain of station and compare with how much water the process started and with how much they end.
- Discuss how clean water flows through natural systems and how pollution can disrupt it.

Simulation (50 minutes)

- Mark two large zones: "Clean Water Reservoir", "Pollution Zone" and "Recycling Zone". Use cones, tape, or chalk to define the boundaries.
- Use soft, lightweight balls to represent pollutants such as plastic, oil, and waste. Label the balls with symbols or colors to represent different types of pollution.
- Provide Cleaners with simple "clean-up tools" like buckets, hula hoops, or small nets to collect the balls.
- Divide the group into two teams: "Cleaners" and "Polluters."
- Polluters attempt to throw pollutant balls into the Clean Water Reservoir.
- Cleaners must block or remove the pollutant balls from the Reservoir, using their tools to carry the balls to a designated "Recycling Zone" outside the play area.
- Polluters can retrieve balls that have not been recycled and continue throwing them.
- Switch roles so that Cleaners become Polluters and vice versa.
- For added physical activity, require players to perform a fitness task (e.g., jumping jacks, push-ups) before throwing or collecting balls.
- Create small challenges like a "penalty zone" for players who cross boundaries, requiring them to perform squats or a short sprint to return to the game.

Debriefing (20 minutes)

Ask questions to the participants to get to know about their experience - ...

Questions:

- How did the roles of Cleaners and Polluters feel?
- What challenges did you face in cleaning the Reservoir?
- How does this relate to real-world water pollution issues?



Activity 2 - Energy Efficiency

<p>Activity Title: <i>Power your Game</i></p>	<p>Source: -</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Renewable Energy • Smart Infrastructures • Behavioural Changes 	<p>Methods used: brainstorming, action plan</p>
<p>Sport used: football, basketball, fitness</p>	<p>Target Group: <i>13-30 years old young people</i></p>
<p>Time: 1,5h</p>	<p>Materials: <i>ropes, basketball balls, football balls, cones,</i></p>
<p>Space: <i>Outdoor or Indoor</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To define what energy efficiency means and why it's important • To understand the relationship between effort (energy expenditure) and the energy needed to run infrastructure. • To propose energy-saving measures for reducing energy consumption.





Activity:

Introduction (10 minutes)

The facilitator introduces the activity by explaining ...

The group of participants will be divided into teams of 4-5.

Each group gets a card with a 3x3 table. In each box, a stadium feature and the energy needed is described for example: lightning the stadium for 2 hours. More than 20 points (annex 1)

Each team will also get an envelope with different sport activities and the points earned from each activity. Depending on the result the team earns "energy points". These points can then be "spent" to power virtual stadium features (lights, scoreboard, sound system). Teams who manage to complete tasks in one row get a bonus: 10 points more.

Sport activities

1. Jumps with a Rope. How many jumps can you accomplish for one minute? Each jump gets one point.
2. Stair Climbing. How many stairs can you climb for one minute? Each stair counts for one point.
3. Basketball shots. How many successful throws can you do for one minute? Each successful shot gets 2 points.
4. Dribbling with the left hand without losing the ball. How many dribbles can you make for one minute? Each dribble gets 1 point.
5. Cross jumping for one minute. How many crosses can you make for one minute? Each cross gets 2 points.
6. Horizontal jumps. How far can you jump for one minute? Up to 30m: 5 points, 30-50m: 10 points, more than 50m: 20 points.
7. Football dribbling for 30m and shooting the ball. How many successful attempts can you do in one minute? Each successful attempt gets 2 points.
8. Lay-up shots. How many successful lay-ups can you make in one minute? Each successful attempt gets 2 points.
9. Football dribbling with the weak foot and shooting the ball with the weak foot. How many successful attempts can you make in one minute? Each successful attempt gets 2 points.



Table 3x3:

1. More than 50 points you can keep the stadium lights on for two hours.
2. More than 20 points you can power Heating, Ventilation, and Air Conditioning systems in the stadium.
3. More than 20 points you can manage to keep Water and Sanitation Systems in operation.
4. More than 20 points you can power Food and Beverage Concessions.
5. More than 20 points you can power the media facilities for two hours.
6. More than 30 points you can have wi-fi for two hours.
7. More than 50 points you can have the security systems operate for two hours.
8. More than 20 points you can keep the sound system on for 2 hours.
9. More than 50 points you can keep the scoreboard in function for 2 hours.

The team who first manages to gain enough points in order to save energy needed to run infrastructure will be the winner.

Debriefing (20 minutes)

The facilitator asks questions to the participants to get to know about their experience - ...

Questions:

1. ?
2. What was the most valuable part of the workshop for you?
3. How has this workshop changed your perspective on energy consumption?
4. Are there existing initiatives or policies aimed at reducing energy consumption? How effective are they perceived to be?
5. What are the biggest challenges in implementing energy-saving measures in your organization/community?

Conclusions (10 minutes)

The facilitator summarizes the major points and reiterates the most impactful lessons learned, focusing on practical tips and the benefits of energy efficiency.





Activity 3 - Sustainable Mobility

<p>Activity Title: Sustainable Mobility Challenge</p>	<p>Source: -</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Sustainable Mobility • Local Production vs Imported Production • Energy Consumption 	<p>Methods used: Creative Art – Team Strategy Building - Sport</p>
<p>Sport used: Running</p>	<p>Target Group: 10-30 people, youth</p>
<p>Time: 90-120 minutes</p>	<p>Materials: Projector & Presentation (or papers with printed pictures), Papers, Markers, Flipchart (with flip chart board) to keep track of points, small boxes.</p>
<p>Space: Open Space (Football Field, Running Track, or other)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore the footprint that transportations and mobility can leave on the environment • To experience how our choices matter and can have an impact on a global scale • To discuss transport and mobility habits and discuss possible changes and improvements





Activity:

Introduction (10 minutes)

The facilitator introduces the topic of the day, explaining that the participants will be engaged in a creative and sporty activity to debate about sustainable mobility.

The participants are divided ideally in groups of 4 people, or in any case, in groups of equal numbers. If there are more participants, you can ask some of them to participate as a referee or such.

The facilitator explains that the groups of participants will have to create origami and then carry them towards a goal.

Learning the Origami (15 minutes)

The participants receive the link of a video tutorial, or a written explanation on how to make a simple origami which can take a short time to make (hat, fish, paper plane).

They can then practice for the given amount of time within their groups. Explain that any origami that they make during this preparation phase will not count later on for the points system.

Creating and carrying the origami (3 rounds of 20 minutes)

The participants take part in 3 rounds of competition. Each round lasts 20 minutes and has different rules (see handouts part).

The goal is always to make as many points as possible as a team.

After each round the points are counted and the participants know how many they have as a team

Debriefing and conclusions (15 minutes)

The facilitator asks the participants to sit in a circle and talks with them to evaluate the experience. The questions asked are, for example:

- How was the experience?
- Did you understand the goal of the activity?
- How using a different strategy changed the overall activity and the scoring of points? How was it different in different rounds?
- When it comes to your mobility, what kind of choices do you operate on? In the city? When travelling? (After the habits tracking scheme)

Invite the participants to keep track of their habits following the following scheme.

Tracking mobility habits and planning the change (15 minutes)

The participants are asked to think about what importance they give to different aspects when choosing their mobility:

- Money they spend on it
- Time used to reach the destination
- Comfort while reaching the destination
- Environmental impact produced
- Distance to be covered

Participants can then discuss in pairs about their results and talk about their choices, and discuss how they can change, improve or have a better impact. With more time, a group discussion can be held.



Suggestions for video tutorials or photo explanations for origami:

FISH: <https://www.youtube.com/watch?app=desktop&v=zN5Ec5QNXUI&t=0s>

BUTTERFLY: https://www.youtube.com/shorts/DDUwbM_XjxQ

BOAT: <https://www.youtube.com/shorts/kGo04Cbjgog/> / <https://www.paperkawaii.com/origami-photo-tutorials/sailboat/>

PLANE: https://www.youtube.com/watch?v=gZQ1Z_vjNg / <https://www.instructables.com/A-Very-Simple-Paper-Airplane/>

EXPLANATION OF THE RULES OF THE 3 ROUNDS:

ROUND 1 – Short Distance (Walk or Car?):

- The origami needs to be marked with the color of the team to be recognized
- There are two boxes to put the origami when they are ready, one for 1 point, one for 2 points
- The two boxes are 100 meters away from the “construction” point
- One person can carry only one origami per time
- Whoever in the team can carry the origami
- Running to the boxes means scoring 1 point
- Walking to the boxes means scoring 2 points

ROUND 2 – Medium Distance (Car or Public Transport?):

- The origami needs to be marked with the color of the team to be recognized
- here are three boxes to put the origami when they are ready, one for 1 point, one for 2 points, one for 3 points
- The boxes are 200 meters away from the “construction” point
- Whoever in the team can carry the origami
- The participants can choose if they want to carry the origami alone, in two, or in four people. Carrying means that the points are scored only when the last one from their carrying group arrives.
- Carrying the origami alone means scoring 1 point. Carrying the origami in 2 people means scoring 2 points. Carrying the origami in 4 people means scoring 3 points

ROUND 3 – Long Distance (Train or Plane?):

- The origami needs to be marked with the color of the team to be recognized
- There is one box to put the origami then they are ready and it's valid 1 point
- The box is 400 meters away from the “construction” point
- The participants can choose if they want to carry the origami alone, in two, in three or more people, up to the number of people composing their group. Carrying means that the points are scored only when the last one from their carrying group arrives. They have to carry it one by one.
- Make sure each group has 20 papers to create origami
- If the origami is carried by one person alone, they will lose 5 papers to create new origami. If they carry it in two persons, they will lose 4 papers. If they carry it in three persons, they will lose 2 papers. If they carry it in four persons, they will lose 1 paper from their remaining materials to make new origami. If the papers are finished, they can also lose the origami they already finished.



Additional Comments (if any):

- Make sure the origami chosen is easy enough. You can decide upon another creative task instead of that, the main point of the activity is the carrying and not the creation, which serves only to keep them occupied and engaged while having to make fast decisions on their movements.
- Using recycled paper for the origami is suggested. Keep papers from previous activities in order not to waste “good” paper.
- If you want to save time or talk about something specific, you can skip rounds and do only some of them.

Possible adaptations: It's possible to do it with bicycles, or by the sea swimming and with canoeing.





Activity 4 - Biodiversity

<p>Activity Title: Biodiversity "ENVIRO GURU"</p>	<p>Source: from the Outdoor Games Cards created during the Youth Exchange "Action for Mountains"</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Biodiversity • Climate Change • Pollution • Habitat Loss • Species Conservation • Protected Areas 	<p>Methods used: navigation</p>
<p>Sport used: hiking</p>	<p>Target Group: 13-30 years old young people, in groups of 3-4</p>
<p>Time: 1,5 h</p>	<p>Materials: hiking shoes, hiking poles, smartphone, trash bags, gloves, paper, flipchart, markers * deck of cards (with 10-20 different species) *iNaturalist APP (tool for identifying plants and animals. It uses image recognition technology to help you identify what you see)</p>
<p>Space: park, forest, mountain, countryside</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To acquire knowledge about the biodiversity • To promote exploration and learning in the natural environment • To promote recycling practices • To develop navigation skills, teamwork, survival skills,



Activity:

Introduction (10 minutes)

The facilitator introduces the concept of biodiversity. Each participant gives a real-world example of biodiversity. The facilitator explains the interconnectedness and its relevance to their lives. Then, each participant shares with the group one reason “Why Biodiversity Matters” and writes it down on a flipchart. Then, participants get in groups of 3-4.

Exploration & Navigation (45 minutes)

Teams get one package of cards and through exploration in the area, they try to locate the species by taking photos and uploading them in the app iNaturalist, which provides identification and conservation. The more cards they identify the more points they get. At the same time the team has to collect trash. The more trash they collect, the more points they will receive.

After the 45 mins of exploration, teams return to the base of the workshop and the facilitator collects the results. Then he/she facilitates a discussion.

Questions for discussion:

What is rarer?

How many of the species you knew about before?

What is the strangest thing that you saw?

Debriefing (10 minutes)

Ask questions to the participants to get to know about their experience - ...

Questions:

1. What did you find most valuable from the outdoor workshop?

2. What new insights did you gain about diversity during this workshop?

3. What was the most memorable moment of the exploration?

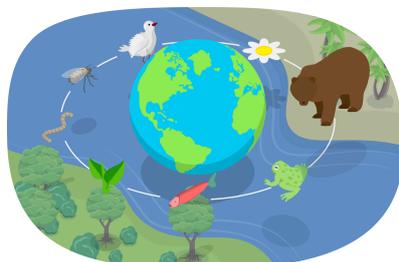
Conclusions (10 minutes)

The facilitator summarizes the main points of the workshop “Enviro Guru”. He/She briefly reiterates the most important concepts covered during the workshop. Focus on the core message about the importance of biodiversity and the threats it faces

Handouts (if any):

Cards with different species depending on the biodiversity of the area. For example in Cape Greco/ Eastern Cyprus, each card will contain the endemic or protected species:

Acacia saligna, Juniperus phoenicea, Bosa cypria, Allium willeianum, Anthemis tricolor, Onosma fruticosa, Teucrium micropodioides, Enarthrocarpus arcuatus, Tordylium syriacum, Crassula alata, Limonium aucheri and Umbilicus horizontalis.



04 DAY 4



Activity 1 - Waste Chase

<p>Activity Title: <i>Waste Chase</i></p>	<p>Source: Compass</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Waste reduction • Reduce, reuse and recycle • Sustainable waste management 	<p>Methods used: Station-based relay activity combined with teamwork, quiz-based learning, and creative crafting.</p>
<p>Sport used: Running relay</p>	<p>Target Group: Youth aged 12–32; No of participants : minim 12</p>
<p>Time: 90 minutes</p>	<p>Materials: <i>buckets, hula hoops, or small nets to collect the balls.</i> <i>small buckets or sponges</i> <i>lightweight balls</i></p>
<p>Space: <i>Outdoor field or large indoor room</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Raise awareness about different types of waste and their environmental impact. • Teach practical solutions for reducing, reusing, and recycling waste. • Promote teamwork, physical activity, and problem-solving. • Encourage creativity by repurposing waste into a functional object. • Foster critical thinking about sustainable waste management practices.



Activity:

Introduction (20 minutes)

Brief participants on the types of waste and their environmental impact. Explain the relay format, rules, and the creative crafting challenge.

Divide participants into equal teams.

Simulation (50 minutes)

All the participants will start at the same line when the facilitator starts the game, 2 participants from each team will run to one of the facilitators from

Station 1

-Two team members race to this station to answer questions about plastic waste, including its environmental impact and ways to reduce, reuse, and recycle it.

-Once they correctly answer three questions, they collect plastic bags and return them to their team.

-Once they arrived back to their teams, another 2 players start running towards the 2 nd station.

Station 2 - Waste generated by discarded sports clothing.

After answering questions about sustainable practices for textiles and upcycling, they gather fabric pieces and return.

Station 3

-Another pair of teammates heads to this station to tackle questions about the environmental effects of paper and cardboard.

-After three correct answers, they collect paper waste and bring it back.

Station 4 - Creative Crafting

At the final station, all team members work together using the materials they collected from the previous stations (plastic bags, fabric, and paper).

Their challenge is to repurpose the waste into a functional sports item, such as a soft football or baseball, using creativity and teamwork.

Debriefing (15 minutes)

Questions:

1. What did you learn about the environmental impact of waste?
2. How challenging was it to answer the questions and complete the tasks?
3. What surprised you most during the activity?

Conclusions (5 minutes)

Discuss how participants can apply the "reduce, reuse, recycle" principles in their homes, schools, or communities.





Activity 2 - Upcycling Challenge

<p>Activity Title: <i>GreenPlay</i></p>	<p>Source: Drop-in Project Erasmus +</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Sustainability in Sports • Creative Problem-Solving 	<p>Methods used:</p> <ul style="list-style-type: none"> -Brainstorming -Theatre -Upcycling
<p>Sport used: general sports themes</p>	<p>Target Group: 10-30 years old. No participants: 15-30. No previous sports experience is required.</p>
<p>Time: 90 minutes</p>	<p>Materials: <i>Old newspapers, magazines, fabric scraps, plastic bottles, cardboard. Scissors, glue, tape, and markers for decoration. Basic sports equipment (cones, balls) for the performance or obstacle course.</i></p>
<p>Space: <i>indoor or outdoor space</i> <i>A medium to large room, or outdoor area sufficient for small groups to work and perform. The space should be large enough for movement and acting but does not require a sports field.</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore the concept of upcycling and how it can be applied to sports. • To understand the importance of sustainability and creativity in sports and everyday life. • To develop teamwork and problem-solving skills through collaborative upcycling projects. • To create awareness about environmental sustainability while incorporating fun and physical movement through creative storytelling. • To encourage participants to think critically about how to integrate eco-friendly practices into their daily activities and sports practices.



Activity:

Introduction (10 minutes)

Start by introducing the concept of upcycling and how it can be applied to creating costumes and props for a theater performance.

Brainstorming Session (10 minutes)

In small groups, participants will brainstorm a sports-themed story that incorporates recycled materials. Here are some examples:

- A "sustainable sports competition" where athletes use upcycled gear (e.g., recycled balls or uniforms).
- A "champion recycler" who competes in a global sports event using only eco-friendly materials.
- A comedic story where athletes must overcome environmental challenges, like using upcycled objects to play the game.

Encourage creativity by mixing sports and environmental themes, and have each group share their ideas with everyone.

Upcycling for Props & Costumes (30 minutes)

Using the materials provided, participants will create their props and costumes for the performance. Ideas include:

- Upcycled Sports Equipment: Create a "ball" from old fabric or plastic bottles, or make a cardboard trophy.
- Costumes: Use newspapers and fabric to make creative athletic uniforms or accessories like headbands, armbands, etc.
- Sets: Create simple props like podiums, goalposts, or stadium backgrounds from cardboard and plastic.

Rehearsal & Performance Preparation (20 minutes)

Give the groups some time to rehearse their stories, using their upcycled props and costumes. Encourage participants to explore how they can incorporate physical movement into their story, like acting out athletic challenges, celebrating victories, or overcoming obstacles. Remind them to focus on teamwork and creativity.

Theatrical Performance (15 minutes)

Each group will perform their upcycled sports-themed skit or mini-play in front of the rest of the participants.

Debriefing (5 minutes)

Questions:

1. What was the most challenging part of creating the performance?
2. How did using upcycled materials influence the way they thought about creativity?
3. How can we apply the concepts of sustainability to real-life sports?



Activity 3 - Food Waste

<p>Activity Title: <i>The Zero-Waste Chef</i></p>	<p>Source: inspired by concepts from sustainable living, food waste reduction guides, and nutrition for athletes.</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Food Waste Reduction • Sustainability in Nutrition • Sports Nutrition • Healthy Eating and Performance 	<p>Methods used:</p> <ul style="list-style-type: none"> -Brainstorming, -Creative Cooking, -Meal Planning, -Teamwork & Problem Solving
<p>Sport used: Rope skipping, Hula-Hooping, Fitness</p>	<p>Target Group: 6-30 years old, No of participants: 10-20 participants</p>
<p>Time: 90 minutes</p>	<p>Materials: Videoprojector (to project the questions), list of ingredients and list of leftovers</p>
<p>Space: <i>Any space that allows the participants to sit down, be divided in teams and work in smaller groups.</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore ways to reduce food waste while creating nutritious meals for athletes. • To understand the nutritional needs of athletes and how to create balanced meals using leftovers. • To develop creative strategies for upcycling food scraps and minimizing food waste in everyday life. • To encourage sustainable and healthy eating habits in athletes and active individuals. • To promote teamwork and collaboration in problem-solving and meal planning.



Activity:

Introduction (10 minutes)

Begin the session by introducing the importance of reducing food waste in our daily lives, particularly in sports and nutrition. Explain that athletes need balanced, nutrient-dense meals to fuel their performance, and that food waste reduction can be part of a sustainable and eco-friendly approach to nutrition.

Briefly discuss how athletes often need more energy, protein, and healthy fats compared to non-athletes, and that leftovers can be a great resource for creating nutrient-packed meals.

Part 1: Food Waste & Sports Quiz (20 minutes)

Start with a quiz to engage participants and get them thinking about food waste, sustainable eating habits, and the role of nutrition in sports. You can divide participants into teams or have them answer individually. Before receiving the 1st question, the team/participant needs to rope skip for 10 times. For the 2nd question, they need to keep the Hula-Hoop ring on their hips for 20 seconds and so on for each question that they will receive. The difficulty of these sports can be adapted to the group level.

Questions could include:

What percentage of food produced globally is wasted each year?

- A) 10%
- B) 20%
- C) 30%
- D) 40%

Which of the following foods is the most commonly wasted in households?

- A) Vegetables
- B) Fruits
- C) Dairy products
- D) Grains

How many grams of protein does an average adult athlete need to consume per meal?

- A) 10-15g
- B) 15-30g
- C) 30-45g
- D) 45-60g

Part 2: Imaginary Session - Creating a Nutritious Meal from Leftovers (40 minutes)

In this part of the activity, participants will use their creativity to design a meal for an athlete using only leftovers and some basic ingredients provided to them. Here's how the session will go:

Step 1: Explanation

Explain that each group will receive a selection of leftovers and basic ingredients (e.g., rice, vegetables, cooked meat, stale bread, fruit, etc.). Their task is to create a nutritious lunch for an athlete using these ingredients.

Encourage them to think about:

- Protein for muscle repair and energy.
- Carbohydrates for energy during physical activity.
- Healthy fats for sustained energy and recovery.
- Vitamins and minerals from fruits and vegetables for overall health and performance.



Step 2: Brainstorming & Meal Planning

Each group receives a random set of leftovers and ingredients, and they must come up with a plan for a nutritious athlete's lunch. The meal should be balanced and provide the necessary nutrients an athlete needs. They can also discuss portion sizes based on the energy needs of an athlete, and come up with a recipe. In order for the group to receive the list, they need to do 10 squats and only when the whole group finished, they will receive the ingredients list.

Example leftovers/ingredients they might receive:

- Cooked rice, pasta, or quinoa (carbs)
- Roasted chicken or tofu (protein)
- Steamed vegetables (fiber, vitamins)
- Stale bread (for croutons or to make a sandwich)
- Overripe fruits (for smoothies or salads)
- Leftover beans (protein and fiber)
- Yogurt or cheese (calcium and protein)

Step 3: Presentation

Groups present their meal ideas to the larger group.

Debriefing (20 minutes)

Questions:

1. How did they feel about using leftovers creatively to create nutritious meals for an athlete?
2. What new ideas did they come up with for reducing food waste in their kitchens?
3. How can they apply these principles in their daily life to help them stay healthy and reduce food waste?





Activity 4 - Climate Change

<p>Activity Title: <i>Climate Change "ClimAX"</i></p>	<p>Source: /</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Climate Change • Ecosystem • Biodiversity • Global Warming • Greenhouse effect • Ocean Acidification • Extreme weather conditions • Heatwaves 	<p>Methods used: Target sports, role-play</p>
<p>Sport used: Boccia</p>	<p>Target Group: <i>max number 40, 13-30 years old young people</i></p>
<p>Time: 1,5h</p>	<p>Materials: <i>-A big ball for the centre (football or basketball or medicine ball)</i> <i>-Boccia balls</i> <i>-Cards with climate change effect</i> <i>-Bonus cards</i></p>
<p>Space: <i>Indoor or outdoor, tables & chairs or</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To work as a team and solve environmental problems via playing boccia • To take different roles and act in order to protect the environment • To develop environmental awareness • To understand the causes of climate change



Activity:

Introduction (10 minutes)

The facilitator will introduce the activity by showing an area in front of each team, with 7 circles sharing the same centre which will be a big ball, such as football or basketball or medicine ball. Each circle represents an area in the world map: 1. Antarctica, 2. Oceania, 3. Europe, 4. Africa, 5. South America, 6. North America, 7. Asia.

Participants will be divided into groups of 10. Each group will be divided into two sub groups of 5 and will be provided with:

- a) a set of 5 blue and 5 red bocchia balls, one for each participant and a folder with cards.

Each card will correspond to a world area. Each card will describe an area which experiences a climate change effect that is negatively influencing the physical environment and the people. The participants must take action and try to propose measures, strategies and initiatives from different perspectives to contribute to the effective protection of the environment.

Card examples:

1. Droughts in Sahel region of Africa (Africa)
2. Increased Temperatures in the Mediterranean (Europe)
3. Deforestation in Amazon (America)
4. Flooding and erosion in Maldives (Asia)
5. Glacier Melt in Himalayas (Asia)
6. Wildfires in California (America)
7. Coral reef degradation in Great Barrier Reef in Australia (Oceania)
8. Agriculture disaster due to increased rainfall and extreme weather events in Poland (Europe)
9. Increased risk of invasive species in Black Sea (Europe)
10. Unhealthy air quality. in Beijing (Asia)
11. Atlantic Salmon at risk of disappearing in Ireland (Europe)

In every round, one team member plays, by throwing his/her ball (blue) to a circle. A member from the opponent team throws his/her ball (red). If a ball stops at the centre (touches the centre ball) then the team will be exempted from the task and gets a bonus card. If not, then each team has to choose a card which corresponds to the area where their ball stopped. Then, they will read the related card. The team has to discuss and propose measures or strategies or initiatives aiming to effectively address the challenges of climate change at reducing in order to resolve or minimize the environmental problems and challenges due to climate change and act for protection and sustainability. The opponent team evaluates their climate action measure/strategy and if they agree, it means that the team wins and keeps the related card. Then, the other team reads the card.

Note: If a player throws his/her ball and moves the opponent's ball outside the circles, while his/her ball stays within the circle area, gets a bonus card.

The facilitator moves around all groups and provides support or guiding questions or help if needed.

Debriefing (20 minutes)

The facilitator asks questions to the participants to get to know about their experience.

Questions:

1. Did you learn new information or gain a deeper understanding of environmental issues?
2. How was the communication within your group?
3. Do you feel more motivated to take action to protect the environment?
4. What did you like most about the boardgame?
5. What could be improved?

Conclusions (10 minutes)

Each participant mentions one message with one word or short phrase about climate change and climate action.



Activity 1: How to preserve the environment?

<p>Activity Title: <i>How to preserve the environment?</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Environmental Policy Development through Experiential Learning • Systems Thinking in Environmental Challenges • Collaborative Solutions for Preserving the Environment 	<p>Methods used:</p> <ul style="list-style-type: none"> • Experiential Learning through Sport (Futsal-Based Target Activity) • Collaborative Policy Simulation • Team-Based Scenario Building • Guided Group Discussions and Reflection • Hands-On Engagement with Real-World Environmental Challenges
<p>Sport used: Futsal</p>	<p>Target Group: <i>Youth and Youth Workers</i></p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Futsal balls and bibs</i> • <i>Large labelled target boxes (e.g. Goals, Stakeholders, Barriers, Solutions, Actions)</i> • <i>Policy-building cards (one set per box)</i> • <i>Blank Policy Templates (for group drafting)</i> • <i>Flipcharts and markers</i>
<p>Space: <i>Futsal court and outdoor space</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore how environmental policy can address real-world sustainability challenges • To understand the interconnectedness of human activities and environmental impact • To use sport as a metaphor for systems thinking, strategy, and collaboration • To develop critical thinking, teamwork, and solution-oriented skills through active learning • To empower participants to co-create actionable ideas for environmental change in their communities



Activity:

Introduction (15 minutes) – Icebreaker & Overview

- Welcome participants and introduce the workshop theme.
- Icebreaker: "What does nature mean to you?" (Participants share in pairs and then discuss in plenary.)
- Brief explanation of how environmental policies work — simplified to focus on goals, actors, barriers, and solutions.
- Outline the structure: we'll be using futsal to collect policy elements, then working in teams to draft and pitch real ideas.

Simulation (30 minutes)

- Place 5–6 large, labelled target boxes or cones around the futsal court, each representing a policy element:
 1. Goals
 2. Target Areas
 3. Stakeholders
 4. Barriers
 5. Solutions
 6. (Optional) Actions

Step 1 – Policy Building Game (30 minutes):

- Split into small teams.
- Each team takes turns shooting the ball at the targets. When a ball lands in or hits a box/cone, they draw a card from that category.
- Teams continue until they've collected at least one card from each category (can repeat if time allows).
- Cards are used to build a mini environmental policy using a simple template provided.

Step 2 – Draft & Pitch (15–20 minutes):

- Teams move to the side and draft a short policy proposal using their collected cards.
- Include: 1 goal, 1 target area, 1 stakeholder group, 1 barrier, and 1 solution.
- Each team nominates 1 person to give a 1-minute pitch of their idea to the group in a mock "citizen hearing."

Debriefing (30 minutes) – Reflection and Discussion

Guide the discussion with questions like:

- What was your team's biggest challenge in building your policy?
- Which card (goal/barrier/solution) sparked the most debate?
- Do you see any of these issues in your own community?
- How can sport help raise awareness or drive environmental action?
- What role should youth play in policy development?

Use a flipchart to write down key takeaways and bold ideas.

Conclusion (15 minutes) – Call to Action

- Summarise the creative solutions shared and reflect on how every citizen can shape policy.
- Encourage participants to set one personal or group environmental goal going forward.
- Share local opportunities to engage in environmental initiatives (clean-ups, youth councils, NGO events).

**Handouts:**

Blank Policy Template List of local environmental organisations and initiatives a checklist for eco-friendly habits

Tips for trainers:

- Keep the session interactive and engaging.
- Relate the topic to participants' local context.
- Encourage open discussions and practical takeaways.

Possible adaptations:

- If futsal facilities aren't available: Use indoor target games or ball-based challenges to "collect" policy cards and keep the energy active.
- If working with younger participants, simplify the simulation activity with a storytelling approach.
- If time allows, organize a small clean-up or tree-planting activity.





Activity 2: How to regenerate the environment?

<p>Activity Title: <i>How to regenerate the environment?</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Environmental Restoration • Reforestation and Biodiversity • Regenerative Agriculture • Circular Economy and Waste Reduction 	<p>Methods used:</p> <ul style="list-style-type: none"> • Group Discussions • Hands-on Restoration Activities • Reflection and Debriefing • Case Studies of Successful Regeneration Projects
<p>Sport used: Outdoor activities such as tree planting and soil restoration (if applicable)</p>	<p>Target Group: <i>Youth and Youth Workers</i></p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Seeds and saplings for planting</i> • <i>Flipcharts and markers</i> • <i>Composting materials</i> • <i>Projector (if needed)</i>
<p>Space: <i>Outdoor green space or an area suitable for restoration activities</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore the principles of environmental regeneration. • To understand how human activities can positively impact nature. • To develop sustainable habits and practical restoration skills. • To encourage teamwork and problem-solving in ecological contexts. • To inspire participants to initiate regeneration projects in their communities.



Activity:

Introduction (15 minutes) – Icebreaker & Overview

- Welcome participants and introduce the workshop theme.
- Icebreaker: "What does a thriving environment look like to you?" (Participants share in pairs and then discuss in plenary.)
- Briefly outline the importance of environmental regeneration and what will be covered.

Hands-on Activity (30 minutes) - Regeneration in Action

Guided hike through a local natural area

Focus: environmental observation + light clean-up

Participants look for:

- Signs of biodiversity (plants, insects, birds)
- Shaded microclimates
- Areas affected by heat, erosion, or human impact

Designated reflection stops with guiding questions:

- What species or features are thriving here — and why?
- Where do you see environmental stress or damage?
- How could this space be regenerated or made more climate-resilient?

While walking:

- Participants collect litter using gloves and reusable bags
- Waste is sorted at the end to discuss types and impact

Debriefing (30 minutes) - Reflection and Discussion

Ask guiding questions:

- What were the key takeaways from your activity?
- How can these actions be applied in your local community?
- What role can individuals play in regenerating ecosystems?
- How can we ensure long-term sustainability of these efforts?

Write key takeaways on a flipchart.

Conclusions (15 minutes) - Call to Action

- Summarise key points discussed.
- Encourage participants to create action plans for regeneration projects.
- Share any available local initiatives and resources they can connect with.

Handouts:

- Guide to regenerative practices
- List of local environmental projects and volunteer opportunities
- Steps for setting up a community restoration project

Tips for trainers:

- Keep the session engaging with hands-on participation.
- Use real-life examples of successful regeneration projects.
- Encourage discussions about long-term impact and sustainability.

Possible adaptations:

- If weather does not permit for a day hike, consider doing a night hike instead, wherein participants can also discuss the impacts of light pollution.
- If working with younger participants, use storytelling and creative activities like drawing future green spaces.



Activity 3: How to enjoy the environment?

<p>Activity Title: <i>The Joy of Nature: Sustainable ways to explore</i></p>	<p>Source: The Navarino challenge, Sustainability and Environmental Education in Outdoor Sports (SEE) Project, Athens Marathon-sustainability efforts</p>
<p>Topics:</p> <ul style="list-style-type: none"> • exploring sustainable outdoor activities • the benefits of engaging with nature (through sports) for physical and mental well-being • raising awareness about conserving natural resources 	<p>Methods used:</p> <ul style="list-style-type: none"> • <i>outdoor activities</i> • <i>brainstorming</i> • <i>discussions</i>
<p>Sport used: Cycling, walking (could use also hiking)</p>	<p>Target Group: 15-30, (at least) 20 participants, open to anyone interested in environmental sustainability and outdoor activities. No need for previous experience (for cycling: needs to know how to cycle)</p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Sustainable sports equipment</i> • <i>Gear for cycling</i> • <i>A variety of physical and/or recycled materials (such as: branches, leaves, natural paints, flowers, old fabrics, non-toxic markers, recycled plastic, and old magazines/ newspapers)</i> • <i>(Optional) Snacks</i>
<p>Space: <i>Open space that enables such activities (like: parks, and local natural reserves). Important note: make sure that the activity is inclusive, meaning that it is accessible to every participant involved.</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • to explore how the environment can be enjoyed sustainably • to comprehend how crucial it is to reduce the environmental impact of outdoor activities • to promote sustainable practices and the usage of eco-friendly gear/things



Activity:

Introduction (10 minutes)

Icebreaker: Ask participants to share their names and where they are from. Do this while standing, with the person speaking making small jumps toward the next participant to indicate it's their turn to share. The facilitator can then start an introductory conversation about the importance of the environment/nature in our everyday life. The discussion could start with an open question to the participants like: How do you think nature contributes to your physical and mental well-being? What are some ways that people can enjoy nature while still protecting it?

Walk and observe nature (10 minutes)

This activity can be flexible in terms of content. During the walk, the facilitator starts a discussion in which:
Points out the importance of preserving habitats.
Motivates participants to reflect on their surroundings.

Cycling [and "hunt & discover" game] (15 minutes)

Participants who are more interested in cycling, can join a short biking route. In the meanwhile, if there are participants that do not want to join this activity, there can be an alternative such as a "hunt & discover" game in nature in which participants are asked to discover and collect intriguing natural elements.

Do it yourself (DIY) (15 minutes)

A more creative (in terms of art) activity (inspired by the Navarino Workshop) in which all participants (in small groups) will create eco-friendly gear, awards/collages from sustainable materials (like: branches, leaves, natural paints, flowers, old fabrics, non-toxic markers, recycled plastic, old magazines/ newspapers).

Group brainstorming (20 minutes)

Divide participants into groups of 4 or 5 and ask them to come up with practical suggestions for enjoying nature while minimizing environmental impact (If there is time, they can write down their ideas with colourful pens on a big poster/paper)

Debriefing (10 minutes)

Ask questions to the participants to get to know about their experience - ...

Questions:

How did the activities help you connect with nature?

Did you notice any negative impacts of human presence on the environment?

What's one small change you can make to enjoy outdoor activities in a more eco-friendly way?

Conclusions (10 minutes)

Remind the purpose of the workshop.

Ask the participants about their take-home message from this workshop.



Handouts (if any)

- Maybe some brochures or a simple list of local eco-friendly parks/sightseeings/ places that can do sports activities.
- Names/links of websites/ shops for buying eco-friendly sports gear (like: [ena athletics](#) | [Born of Greece](#), [Premium Sports Equipment - Eco-Friendly Balls, Paddles, & Vegan Gear](#))

Tips for trainers (if any)

- This workshop requires multiple facilitators to manage the various activities that (may) occur simultaneously.
- Be adaptable and as flexible as you can. The weather sometimes is unpredictable. So, make sure (especially if it's a bad day) that you have alternatives and indoor spaces that will enable the simulation of outdoor activities like walking.

Possible adaptations

The parts of this workshop are easily adaptable to younger people since they include both creative and physical activities that will engage even a younger group.





Activity 4: What can citizens do

<p>Activity Title: <i>What can citizens do</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Citizen Engagement in Marine Sustainability • Everyday Actions for Coastal and Ocean Protection • The Role of Sport and Outdoor Activity in Environmental Awareness • Community-Based Solutions for Marine Conservation • Reducing Personal and Community-Level Marine Impact 	<p>Methods used:</p> <ul style="list-style-type: none"> • <i>Guided Environmental Observation (via kayaking or rowing)</i> • <i>Group Discussions</i> • <i>Practical Action Planning</i> • <i>Reflection and Debriefing</i> • <i>Experiential Learning through outdoor activity</i>
<p>Sport used: Kayaking or Rowing (in collaboration with local club)</p>	<p>Target Group: <i>Youth and Youth Workers</i></p>
<p>Time: 120 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Kayaks or rowing boats and safety equipment (life vests, paddles – provided by partner organisation)</i> • <i>Flipcharts and markers</i> • <i>First aid kit and water for hydration</i> • <i>Handouts with action steps</i>
<p>Space: <i>Coastal area with safe access to the sea (e.g. bay, inlet, or sheltered coastline) and sufficient open area (ideally shaded) for introductions, discussions and debriefing</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore how citizens can actively contribute to marine and coastal sustainability. • To strengthen environmental awareness through direct experience on the water. • To reflect on personal and collective impact on marine ecosystems. • To identify realistic citizen-led actions that protect and regenerate the sea. • To promote physical activity as a tool for environmental education and engagement.



Activity:

Introduction (10 minutes)

Icebreaker: Ask participants to share their names and where they are from. Do this while standing, with the person speaking making small jumps toward the next participant to indicate it's their turn to share. The facilitator can then start an introductory conversation about the importance of the environment/nature in our everyday life. The discussion could start with an open question to the participants like: How do you think nature contributes to your physical and mental well-being? What are some ways that people can enjoy nature while still protecting it?

Walk and observe nature (10 minutes)

This activity can be flexible in terms of content. During the walk, the facilitator starts a discussion in which: Points out the importance of preserving habitats. Motivates participants to reflect on their surroundings.

Cycling [and "hunt & discover" game] (15 minutes)

Participants who are more interested in cycling, can join a short biking route. In the meanwhile, if there are participants that do not want to join this activity, there can be an alternative such as a "hunt & discover" game in nature in which participants are asked to discover and collect intriguing natural elements.

Do it yourself (DIY) (15 minutes)

A more creative (in terms of art) activity (inspired by the Navarino Workshop) in which all participants (in small groups) will create eco-friendly gear, awards/collages from sustainable materials (like: branches, leaves, natural paints, flowers, old fabrics, non-toxic markers, recycled plastic, old magazines/ newspapers).

Group brainstorming (20 minutes)

Divide participants into groups of 4 or 5 and ask them to come up with practical suggestions for enjoying nature while minimizing environmental impact (If there is time, they can write down their ideas with colourful pens on a big poster/paper)

Debriefing (10 minutes)

Ask questions to the participants to get to know about their experience - ...

Questions:

How did the activities help you connect with nature?

Did you notice any negative impacts of human presence on the environment?

What's one small change you can make to enjoy outdoor activities in a more eco-friendly way?

Conclusions (10 minutes)

Remind the purpose of the workshop.

Ask the participants about their take-home message from this workshop.





Activity 5: What can citizens do

<p>Activity Title: <i>What can citizens do</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Citizen Engagement in Marine Sustainability • Everyday Actions for Coastal and Ocean Protection • The Role of Sport and Outdoor Activity in Environmental Awareness • Community-Based Solutions for Marine Conservation • Reducing Personal and Community-Level Marine Impact 	<p>Methods used:</p> <ul style="list-style-type: none"> • <i>Guided Environmental Observation (via kayaking or rowing)</i> • <i>Group Discussions</i> • <i>Practical Action Planning</i> • <i>Reflection and Debriefing</i> • <i>Experiential Learning through outdoor activity</i>
<p>Sport used: Kayaking or Rowing (in collaboration with local club)</p>	<p>Target Group: <i>Youth and Youth Workers</i></p>
<p>Time: 120 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Kayaks or rowing boats and safety equipment (life vests, paddles – provided by partner organisation)</i> • <i>Flipcharts and markers</i> • <i>First aid kit and water for hydration</i> • <i>Handouts with action steps</i>
<p>Space: <i>Coastal area with safe access to the sea (e.g. bay, inlet, or sheltered coastline) and sufficient open area (ideally shaded) for introductions, discussions and debriefing</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To explore how citizens can actively contribute to marine and coastal sustainability. • To strengthen environmental awareness through direct experience on the water. • To reflect on personal and collective impact on marine ecosystems. • To identify realistic citizen-led actions that protect and regenerate the sea. • To promote physical activity as a tool for environmental education and engagement.



Activity:

Introduction (30 minutes) - Icebreaker & Overview

- Welcome participants and introduce the workshop theme.
- Icebreaker: "What's one thing you love about the sea, and one thing that worries you about its future?" (Participants share in pairs and then discuss in plenary.)
- Share a few thoughts in plenary and briefly discuss why citizens — not just governments or NGOs — play a vital role in protecting the marine environment.
- Safety briefing and orientation provided by the kayaking/rowing partner organisation.

Group Activity (45 minutes) - The Citizen's Role

-Participants kayak in pairs or small groups along a designated coastal route, guided by the partner organisation.

-While paddling, they are encouraged to observe their surroundings in silence or casual conversation — focusing on:

- Signs of biodiversity (e.g. birds, fish, seaweed, seagrass)
- Human impact (e.g. litter, construction, boat traffic, oil sheen)
- Marine features worth protecting or regenerating

Debriefing (30 minutes) - Reflection and Discussion

Small Group Reflection (15 mins):

- Participants split into their original kayak pairs/groups or small circles.
- Each group is given a set of guiding questions (verbally or printed on cards):
 - What did you observe?
 - What signs of positive or negative human impact did you notice?
 - What role can ordinary people play in protecting places like this?
 - What's one citizen-led action you'd like to see in your local area?
 - What might hold people back from acting — and how can that be addressed?
- Encourage one person in each group to take short notes or sketch key points.

Step 2 - Plenary Sharing (15 mins)

- Each group shares:
 - One issue they observed
 - One action idea for citizens
 - One challenge/barrier and how to overcome it
- Trainers collect key ideas on a flipchart to create a shared visual takeaway.

Conclusions (15 minutes) - Call to Action

- Summarise key points discussed.
- Encourage participants to set personal sustainability goals.
- Share local initiatives, petitions, and volunteering opportunities.





Handouts

- Quick Guide: 5 Everyday Actions to Protect the Sea (e.g. reef-safe products, proper waste disposal, mindful seafood choices)
- Guide to organising community clean-ups and green initiatives
- Information on local environmental organisations

Tips for trainers:

- Prioritise safety and coordination with the kayaking/rowing partner — ensure clear instructions and that all participants are comfortable on the water.
- Use real-life examples of impactful citizen-led projects.
- Keep discussions solution-oriented and action-focused.
- Encourage participants to relate marine issues to their daily lives.

Possible adaptations:

- If weather does not permit - replace with a coastal biodiversity walk and observation challenge along the shore or promenade.
- For people uncomfortable in the water or non-swimmers - allow participants to join in a land-based observation team along the coast, doing similar reflection tasks from shore.





Activity 1: Environmental Policy Making Exercise

<p>Activity Title: <i>The Policy Lab: Environmental Challenges and Solutions</i></p>	<p>Source: SYC Public Workshop ‘Sustainable Yachting’</p>
<p>Topics:</p> <ul style="list-style-type: none"> • exploring the process of creating policies to address environmental challenges • steps of policy making 	<p>Methods used: <i>simulation (role-play), brainstorming</i></p>
<p>Sport used: bowling (alternative: volleyball)</p>	<p>Target Group: <i>15-30, (at least) 20 participants, open to anyone, especially for those that enjoy playing bowling in their free time</i></p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>bowling pins (or plastic bottles from recycled materials)</i> • <i>any kind of ball (made from eco-friendly materials)</i> • <i>role cards</i> • <i>a whiteboard to write down and keep track of the scores</i> • <i>non-toxic markers for writing</i> • <i>papers</i>
<p>Space: <i>Any indoor or outdoor space that enables the bowling task such as a gym, a sports field, a park, or a big garden</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • <i>to simulate the complexities of creating effective environmental policies</i> • <i>to inspire youth to adopt eco-friendly practices in their communities</i> • <i>to enhance teamwork and collaboration using sport activities</i>



Activity:

Introduction (15 minutes)

- Icebreaker: Ask participants to introduce themselves (name, origin) and to share one environmental challenge in their community that they think could be solved in a new way.
- Start a short discussion about the role and importance of policymaking (Maybe start with some open questions related to policy-making, such as: What do you think is the key to effective teamwork when solving complex problems? or What skills do you think are important for making impactful decisions about the environment?).
- Explain briefly the workshop's main goal: "Imagine that you are part of a team that is responsible for creating policies to deal with environmental challenges".
- Assign roles:
 - Decision/Policy makers teams [each time consists of 4 or 5 people, depending on the number of participants] (participants that suggest an action plan and implement it)
 - Control team (facilitators who evaluate the impacts of decisions)

Physical activity (bowling) (25 minutes)

- Set up the pins (which could be bottled from recycled plastic) in a triangle like in bowling (or in a row). Put a label on each pin with an environmental challenge (Plastic waste, deforestation, water scarcity etc - it would be also very helpful to use the environmental challenges that participants referred to during the icebreaker discussion).
- Set the maximum number of throws (depending on the number of participants, for example, each team can throw 3 times).
- Let the game start:

Policymakers:

- Each team gets three throws
- The pins that are left standing represent the issues that need to be solved.

Control team (facilitators):

- keep track of the score
- after each round, present the results to each team

Simulation (Role-playing) (30 minutes)

- Facilitators ask every team to choose one of the environmental challenges (pins standing) to address.
 - Creation of the policies:
- the members of each team work together on creating the policy proposals - with recommendations on how to address the issues relating to the allocated environmental challenge.
- the facilitators give their guidance during this process in case of misunderstandings and keep track of the time.
- When everyone is done, every team presents (shortly) its policy to the other groups.

Debriefing (10 minutes)

Ask questions to the participants to get to know about their experience

Questions:

1. What challenges did you face in the process of making your policy?
2. What factors did you consider and how did they influence your decision?
3. Which policy do you think would be the hardest to implement in a real-world situation, and why?

Conclusions (10 minutes)

- Remind the purpose of the workshop.
- Ask the participants about their take-home message from this experience.
- Encourage them to apply what they learned in the future.



Handouts (if any):

1. It would be really helpful to give a guide that explains simply and briefly the steps of policy making (identifying the problems, policy formulation, policy adoption, policy implementation, policy evaluation)
2. Recommend resources for further awareness and exercise (example: [Be a Force for the Future](#) | NRDC, [Interactive Events](#))

Tips for trainers (if any):

- If you have time remaining, you can incorporate as a last step of the simulation exercise the voting for the most effective policy.
- Act supportively to the participants during the whole process.
- If you don't know the answer to a question, don't panic. Acknowledge it and offer to follow up with resources later.

Possible adaptations:

Instead of bowling, you could use volleyball and adjust the process of the simulation with the volleyball rules. For example:

Setup: volleyball court or create a space with specific boundaries. Divide the court into zones or place the three stations for each environmental challenge.

For the game:

- Begins with one team serving the volleyball.
- If the ball crosses the net, then the receiving team must catch it and go to the station where the ball landed.
- Then the team has to complete the corresponding task in a maximum of 3 minutes (as mentioned above).
- Regarding the points, you can adapt it and if the answer is fully correct the team will get 3 points but then partially, it will get 1-2 points.
- After completion of the task, the game continues like that until all teams have visited the stations at least once.
- For the policy making exercise:
- Each team can choose the environmental challenge that they want to make a policy recommendation for.





Activity 2: What can the business sector do?

<p>Activity Title: <i>Game Plan for Green Business: What can the business sector do?</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Corporate Environmental Responsibility • Eco-Friendly Business Innovation • Sustainable Marketing & Green Sponsorships • Environmental Action through Sport 	<p>Methods used:</p> <ul style="list-style-type: none"> • <i>Team-Based Sporty Simulation</i> • <i>Scenario Building</i> • <i>Reflection and Debrief</i> • <i>Group Presentation</i>
<p>Sport used: Relay-style Eco-Challenges (e.g. sorting waste while racing, green trivia relays, environmental “obstacle course” themed around corporate impact)</p>	<p>Target Group: <i>Youth and youth workers</i></p>
<p>Time: 90 minutes</p>	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Coloured bins or baskets (for recycling challenge)</i> • <i>Cones or markers (for obstacle zones)</i> • <i>Flipchart and markers</i> • <i>Handouts with sustainable business examples</i> • <i>Timer or stopwatch</i> • <i>Scorecards</i>
<p>Space: <i>Outdoor or large indoor open area suitable for physical activity and team challenges</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To introduce the concept of business responsibility in environmental protection • To engage youth in understanding sustainability through fun, active participation • To explore how sports can be used to advocate for greener business practices • To encourage critical thinking about how companies can balance profit with environmental ethics. • To connect youth action with business engagement for a sustainable future



Activity:

Introduction (15 minutes) – Warm-up & Overview

- Welcome participants and briefly introduce the workshop purpose.
- Warm-up Game: "Green Business Charades" – participants act out different eco-friendly business practices (e.g., "plastic ban", "solar panels", "biking to work").
- Facilitator explains the growing role of businesses in environmental change and how sports can influence public engagement.

Group Activity (30 minutes) – The Eco-Business Relay

- Split into teams. Each team rotates through physical challenges tied to sustainable business concepts:
 - a. Waste Sort & Sprint – race to sort "company waste" into the correct bins.
 - b. Green Innovation Puzzle – assemble a puzzle representing a sustainable supply chain.
 - c. Sponsorship Sprint – match companies with eco-initiatives in a relay.
- After completing challenges, each team builds a quick 2-minute pitch on how their "company" can adopt greener practices.

Debriefing (30 minutes) – Discussion & Reflection

Guiding questions:

- What challenges did you face simulating green business strategies?
- What kind of business practices felt most realistic or achievable?
- How do sports and public image influence corporate responsibility?
- How can YOU influence companies through your choices as a consumer or employee?

Write group takeaways on a flipchart.

Conclusions (15 minutes) – Call to Action

- Summarise lessons learned from both the games and discussions.
- Share youth-friendly tools and platforms where they can push for corporate environmental change (e.g. petitions, sustainability scorecards, ethical shopping apps).
- Invite participants to follow up by proposing eco-friendly ideas to businesses in their community or school.

Handouts:

- List of eco-friendly business ideas
- Sample youth letter/email to engage businesses
- Factsheet: "10 Brands Making Green Moves Through Sport"

Tips for trainers:

- Encourage participants to think critically about corporate responsibility.
- Use sports metaphors to keep the energy high ("pass the green torch!")
- Keep a balance between fun and purpose – the physical activity should reinforce learning
- Reinforce teamwork: highlight how collaboration helps businesses (and teams!) go green

Possible adaptations:

- Use indoor role-play if weather doesn't allow outdoor activity
- Invite a guest from a green business or CSR department to judge team pitches
- Turn it into a school vs school or club vs club eco-competition

04 DAY 6



Capitalizing: Action Plan

<p>Activity Title: <i>Chess of Sustainability</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Capitalising the experience developed throughout the course • Planning next steps • Understanding how to overcome obstacles 	<p>Methods used:</p> <ul style="list-style-type: none"> • <i>Individual & Group Work,</i> • <i>Chess Game,</i> • <i>Reflections</i>
<p>Sport used: Chess</p>	<p>Target Group: <i>10-30 people, youth/youth workers</i></p>
<p>Time: 90-120 minutes</p>	<p>Materials: <i>Projector & Presentation (or papers with printed pictures), Papers, Markers, Chessboards and Chess Pieces (can be created on paper), cardboards with challenges, stopwatches.</i></p>
<p>Space: <i>Training Room</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To reflect about all the learning points made throughout the training • To design and plan ones own path to use the results achieved productively • To learn how to react to obstacles or issues that might arise during the implementation of ones own plan



Activity:

Introduction (10 minutes)

The trainer/facilitator explains the purpose of the exercise, inviting the participants to review everything that was done throughout the course, think about their learning path and then build up their own strategy to apply what was learnt.

Individual Reflection (15 minutes)

The participants take time to move around the room, review all the posters and materials that were created, read through the Padlet where their achievements were recorded, and look back at the agenda to remind themselves of everything they accomplished. They also take notes on what they learned and consider how the different lessons can be applied in their daily lives, in their organisation's strategy, and in other aspects of their personal and professional development.

Discussing the strategy in groups (30 minutes)

The participants are divided into groups of 4–6 people to discuss their findings. It is important to create an even number of groups, as they will later compete against each other. Each group must agree on a common idea and strategy, then summarise it using a specific framework provided to them.

- What changes can you apply to your everyday life using the lessons learnt in the course?
- What changes can you apply to your organisation using the lessons learnt in the course?
- What changes can you apply in other fields using the lessons learnt in the course?

The three questions should then be answered under three different time periods:

- By tomorrow
- In one month
- In one year

For each time period and for each question, they need to identify:

- What do they need in order to do it
- How they can measure if they succeeded (quality/quantity indicators)

Chess Game (30 minutes)

Two teams compete in a chess game, using either a real board or a printed board with black and white squares and tokens representing the pieces.

Before the game starts, the challenge cards are shuffled and placed face down on every board tile that is not initially occupied by a chess piece, so that no one can see what is written on them.

The game, though, has a strict time limit.

- The entire game must not exceed 30 minutes. If there is no winner at the end of that time, the team that has captured more pieces is declared the winner. If both teams have captured the same number of pieces, the game ends in a draw.
- Each team has 1 minute to make its move.
- When a team lands on a challenge card, they have 5 minutes to answer the question. They must provide their answer before the next move can be played. If they fail to answer within 5 minutes, they lose the piece they just moved.

The rules of the game follow standard chess. Since participants play in groups, it is recommended that each group includes at least one person who knows how to play. All other group members can actively participate by helping to answer the challenge questions during the game.



Debriefing and conclusions (15 minutes)

The facilitator invites the participants to sit in a circle and leads a discussion to evaluate the experience. The questions asked may include, for example:

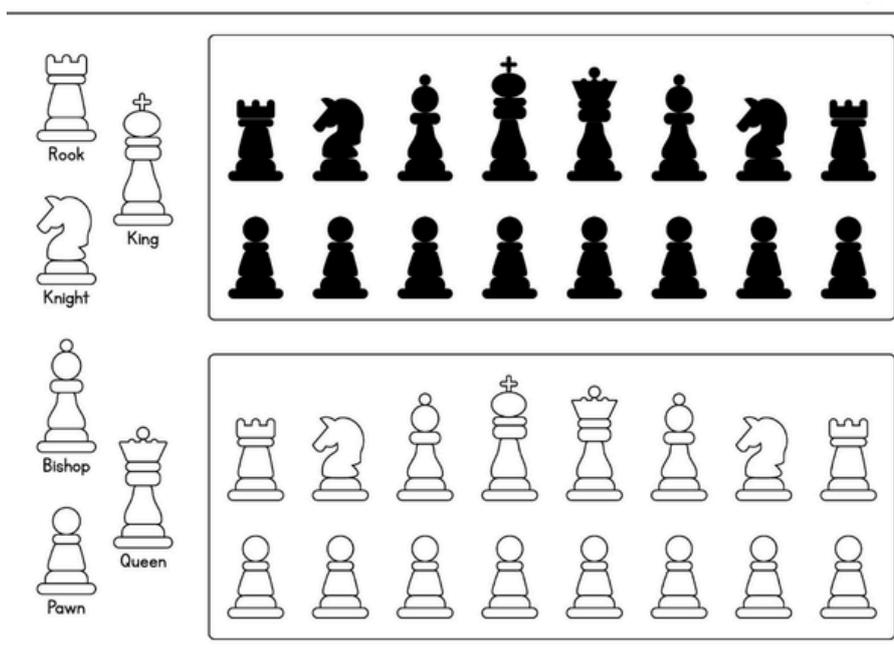
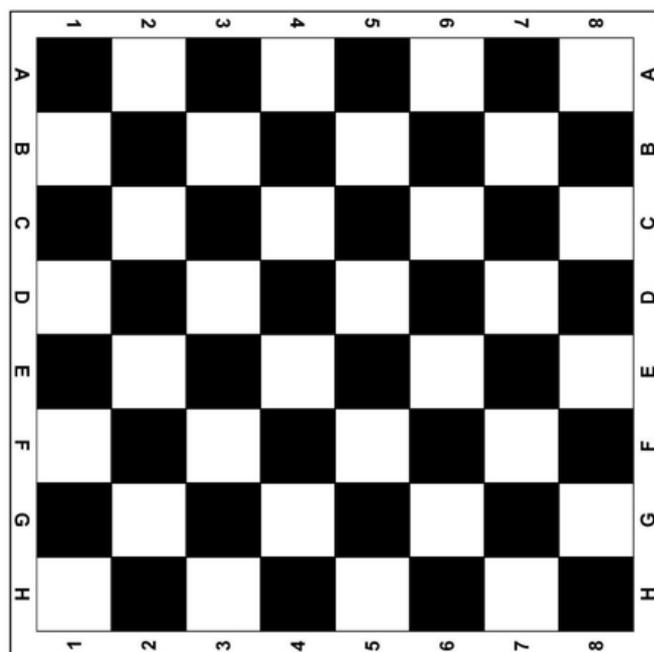
How was the overall experience for you?

Do you feel you now have a good understanding and plan for how to use the achievements of this course?

Did you anticipate the obstacles you encountered when trying to implement your plan during the game?

Are you willing to implement the measures you designed to improve your sustainability behaviours? Can you share some examples?

Handouts (if any)





List of Challenges:

<p>The costs of materials to keep your plan have increased drastically</p>	<p>The system of recycling in your city has changed and it's difficult to understand</p>	<p>There is a lack of providers to acquire sustainable products.</p>	<p>People around you don't seem to cooperate with your plan.</p>	<p>New tasks at work give you less time to dedicate to actions you planned to take.</p>	<p>After one month you did not obtain the results you expected with your plan.</p>
<p>You have difficulties in monitoring real impact of the action plan you have taken.</p>	<p>Even if you manage to keep up with your plan, everyone around you seems to be a lost case.</p>	<p>Even if you manage to improve your sustainability, you still deal with a lot of packaging generating garbage.</p>	<p>The public transport system in your town is almost non-existent.</p>	<p>Food products you buy are constantly getting bad after a short time as they are sold in big quantity.</p>	<p>It is unclear how to choose one product over another for sustainability reasons.</p>
<p>You live in a polluted area where it's difficult to spend time walking around.</p>	<p>You live in a remote area where it's difficult to get access to different shops and you need to drive or use delivery.</p>	<p>You find a new job in a place which is not reachable by public transports.</p>	<p>You travel a lot and monitoring your choices related to accommodation and food is complicated.</p>	<p>Printed documents at your job are used for most of the documents.</p>	<p>You don't know what to do with the large amounts of clothes you have.</p>



<p>Recycling special materials is challenging (i.e. batteries, oil, electronics).</p>	<p>There is a lack of restaurants that offer vegetarian/vegan meals in the area where you live.</p>	<p>You need to use the car to reach Sport/Leisure activities you like.</p>	<p>The water in your area is not drinkable so you need to buy a lot of plastic bottled water.</p>	<p>More and more companies start using fake green advertising for their products.</p>	<p>People living with you don't support your ideas and make it difficult to implement your strategy.</p>
<p>Being sustainable has too many layers and difficulties and you are losing motivation.</p>	<p>You start to receive unmatching information from articles, social media and friends about what are priorities for environmental sustainability.</p>	<p>Your new job is far away from your home and you have to start very early in the morning, making it difficult to reach it and have healthy meals.</p>	<p>Your colleagues don't believe in environmental sustainability and applying the change in your work space is difficult.</p>	<p>The first goals that you put to reach to improve your sustainability fail due to various reasons.</p>	<p>The measures that you identified are considered outdated when you are able to implement them.</p>
<p>Lucky Step! No challenges Ahead!</p>	<p>Lucky Step! No challenges Ahead!</p>	<p>Lucky Step! No challenges Ahead!</p>	<p>Lucky Step! No challenges Ahead!</p>	<p>Lucky Step! No challenges Ahead!</p>	<p>Lucky Step! No challenges Ahead!</p>



Additional Comments (if any):

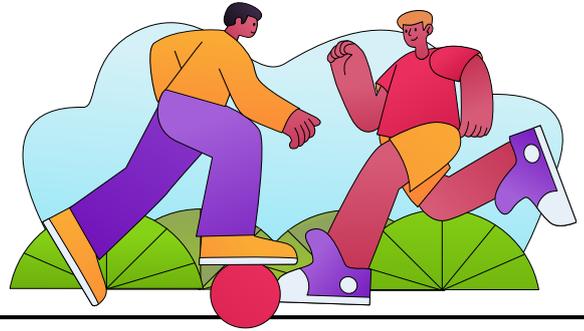
- As mentioned earlier, if you do not have real chessboards, you can print or draw them and create tiles with the names of the pieces.
- If you want to avoid reprinting the challenge cards each time, print them on thick paper and laminate them for repeated use.
- Ensure that participants have at least a basic understanding of how chess works. Each team should include at least one person who knows the rules.
- Feel free to adapt or change the challenges depending on the participants' age and the purpose of the session.
- Adjust the planning task according to the participants' background. For example, if they are NGO workers, ask them to focus on developing an organisational sustainability plan. If they are young people, it is more relevant for them to design a personal or household-level plan.
- The duration of the chess game can be extended depending on the time available. If you use this activity not as a harvesting exercise at the end of a course but purely to reflect on planning sustainability actions, you can skip the initial part and allocate more time to the game.





Final Evaluation

Activity Title: <i>Mountain of emotion</i>	Source: N/A
Topics: <ul style="list-style-type: none"> • Reflection and evaluation • Final evaluation 	Methods used: <i>Final evaluation - Sport - creativity</i>
Sport used: Mountain climbing	Target Group: <i>10-30 people, youth</i>
Time: 30-40 minutes	Materials: <i>Recycled paper, pens, pencils, markers, flash cards, chalk</i>
Space: <i>Open space/ closed space</i>	Objectives: To personally reflect on the activities done throughout the whole week and to evaluate how well the topics were understood, how to implement them in real life, how the participants felt throughout the week, how they envisioned themselves in the group setting and in the training course.



Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants felt during the week's activities and evaluate their progress and the exercises done throughout the whole duration of the training course. The facilitator introduces the participants to the rules of the activity. On the ground a visualization of a mountain is drawn and divided into three bases. **Base Camp** (bottom): (Low energy, tired, confused). **Halfway** (middle): Mixed feelings, learning, unsure, neutral. **Summit** (top): Energized, fulfilled, excited. The participants are introduced to flashcards that they can use/ incorporate into their illustrations of the journey.

Activity (25 minutes)

Participants are instructed to illustrate the week's activities on a piece of paper in the metaphor of climbing a mountain. The facilitator encourages the participant's illustrations with questions like: How did they start the climb? Was the journey tiring, or was it fast and exciting? Maybe they were careful climbing the mountain? Did they reach the summit? Did they stay at the basecamp? Maybe they felt like the Sherpa of a group? Maybe a mountain goat that felt like in their natural habitat during the whole training course?

Discussion / conclusion (10 minutes)

After everyone has finished their illustrations, everyone is encouraged to share their story of the climb: engage in conversation about teamwork, difficulties during the "climb" or the stunning "sceneries" they saw during the week.

Handouts (if any):-

Flashcards with words/images of:

- A Sherpa
- A mountain goat
- The sun
- Bad weather/snow/rain/clouds
- Rocky path
- Wind
- Good weather
- Different emotions (Happy, sad, excited, confused, angry, neutral, anxiety, love, etc.)

Additional questions:

"What made you feel like you're at the summit?"

"What challenges made you stay at base camp?"

"What would you need to move higher?"

"How did others support your climb?"

"What path would you take next time?"

Additional Comments (if any):

- Have a visualisation of the mountain and the "camps" for inspiration. Can make it visual and inviting – drawing little flags or a sun at the summit.
- Encourage the participants to be as creative as they can with their illustrations so they can describe their "climb" to the best extent.
- Encourage discussions, comparisons on the learning of their competencies, thoughts on activities.
- Can separate people into smaller groups so they can discuss among themselves their illustrations and story.

Possible adaptations: The participants can also tell the story of their climb or even act out their journey in front of others.



Daily Evaluations

<p>Activity Title: <i>The relay race evaluation</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Sport • Reflection and evaluation 	<p>Methods used: <i>Team building- Sport-reflection and evaluation</i></p>
<p>Sport used: Relay race</p>	<p>Target Group: 10-30 people, youth</p>
<p>Time: 15-20 minutes</p>	<p>Materials: <i>2 Clipboards with recycled paper, two pens/markers, timer</i></p>
<p>Space: <i>Open Space (Football field, Running Track, or other)</i></p>	<p>Objectives: To personally reflect on the activities done throughout the day and to evaluate how well the topics were understood, how to implement them in real life.</p>



Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants liked the day's activities and evaluate their progress and the exercises done throughout the day. The facilitator introduces the participants to the rules of the activity (See more on handouts). The participants will be divided into teams of 5 and instructed to stand at a distance from one another (like 50 meters) and instructed to write down a sentence of reflection on the day. For example, the first participant who writes down their reflection has to run, give the paper to their next teammate who will have to correspond with their own sentence of reflection while making the text understandable and coherent. Then the cycle will repeat until the last participant of the team finishes the text.

Activity (20 minutes)

The facilitator places the two teams parallel to each other on a track field/ a football field (Something with flat ground, preferably big open space) and places each participant of the team about 50 meters from each other. The race starts with the facilitators instructions and fixes a timer. The race ends when both of the teams have finished.

Handouts (if any):

The rules, the objectives of the race:

1. **The facilitator gives both teams a starter sentence** (e.g., "Today I felt..." or "One thing I learned today was...").

2. **After writing their sentence, the person must:**

Read their sentence aloud to the next teammate.

Pass the baton (paper and pen) to them.

1. **The next person continues the reflection by adding a sentence that connects meaningfully**

2. **Teams should finish their reflection before the timer ends** — not a race to be first, but a challenge to finish on time.

3. **The last person must write a conclusion sentence like:**

"This day made me realize..."

"As a team, we learned that..."

1. **After reading both reflections out loud, the group can vote or reflect on:**

Most coherent reflection

Most insightful reflection

Most creative sentence



Daily Evaluations

<p>Activity Title: <i>The hike meter</i></p>	<p>Source: N/A</p>
<p>Topics: Reflection and evaluation</p>	<p>Methods used: <i>Evaluation - Sport</i></p>
<p>Sport used: Hiking</p>	<p>Target Group: <i>10-30 people, youth</i></p>
<p>Time: 15-20 minutes</p>	<p>Materials: <i>Chalk (recommended) Alternatives: Rope, tape, projector with line visualization</i></p>
<p>Space: <i>Inside, outside</i></p>	<p>Objectives: To personally reflect on the activities done throughout the day and to evaluate how well the topics were understood, how to implement them in real life.</p>



Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants liked the day's activities and evaluate their progress and the exercises done throughout the day. The facilitator introduces the participants to the rules of the activity. In the room a line is drawn. The line represents a hike. The beginning of the line starts with 500m. The middle is 5km and the end is 10km. It represents the whole day's activities. The more kilometers you did, or the more you "hiked", the more engaged you were in the activities and the better you understood the tasks and exercises.

The activity (15 minutes)

The facilitator instructs one of the participants to step forward on the "Hike meter" (a straight line on the ground) and place themselves somewhere on the line reflecting on how well they think they did throughout the day. Then the participant will be encouraged to share why they placed themselves on the specific spot, what could have been better, what they liked the most that day. After the first person has gone, the others are instructed to repeat.

Additional Comments (if any)

- To make the "Hike meter" line it's recommended to draw it with chalk, which can be done outside and inside. With chalk it's also possible to draw some of the points of the line (like 500m, 5km, 10km) for clarity.
- To make the hike meter it's also possible to do it online. (for example with Mentimeter)

Possible adaptations:

The line can also be done simply with tape or a piece of rope.

To make the exercise more engaging the facilitator can introduce cards with images or words, for example (Rocky road, shining sun, uphill, downhill, bad weather etc.)





Daily Evaluations

<p>Activity Title: <i>Basketball of actions</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Reflection and evaluation • Sport activity 	<p>Methods used: – Reflection - Sport</p>
<p>Sport used: Basketball</p>	<p>Target Group: 10-30 people, youth</p>
<p>Time: 15-20 minutes</p>	<p>Materials: <i>A large basket, recycled paper, a medium or a small ball</i></p>
<p>Space: <i>Closed Space (a room)</i></p>	<p>Objectives: To personally reflect on the activities done throughout the day and to evaluate how well the topics were understood, how to implement them in real life</p>





Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants liked the day's activities and evaluate their progress and the exercises done throughout the day. The facilitator introduces the participants to the rules of the activity.

The activity (15 minutes)

The facilitator instructs a random participant to try to throw a ball into a basket filled with recycled papers with written questions. Once the participant throws the ball inside they pick up the ball and randomly choose a question for reflection which they will then have to answer. Then when they are done on reflecting they choose another person to answer the same question. When the second person has answered the question, they put the question back into the basket and try to throw the ball in to the basket, repeating the cycle until everyone has had their turn.

Additional Comments (if any)

Questions in the basket or Questions to help write the 200 word long reflection *(see: possible adaptations)*

What is one new thing you learned today about sustainability?

Which part of today's activity helped you understand the topic better?

What surprised you the most?

Did your opinion about something change today? Why?

What example from today will you remember the longest?

What small change could you make based on what you learned today?

How did today's activity make you reflect on your impact on the environment?

How did your group work together during today's activity?

What did you learn from your teammates?

Was there a moment of good teamwork that stood out?

Did your team change its strategy during the activity? Why?

What did you enjoy the most today?

What was the most challenging part of the day?

What are you proud of today?

What would you do differently if you could repeat today?

What did you learn about yourself today?

How did you contribute to the group today?

What is one thing you appreciate about someone else today?

How did the group support each other?

What moment made you feel most connected with others?

What is one thing you will remember from today?

Did something you experienced today change your perspective?

What's one question you're still thinking about?

What topic or idea would you like to explore more?



Additional Comments:

Make sure that the last person to throw the ball picks the person who went first to answer the question they had picked.

Possible adaptations:

It's possible to do it without paper. For example spinning the wheel with a question on the phone or on a big screen when the person has thrown the ball in.

Another way to play:

The facilitator instructs people to write a reflection of that day that contains about 200 words on a piece of paper. When the people are done, the facilitator instructs the people to simply throw the papers into a basket. If the participants want they can also get some of the reflections out of the bin, read them and throw them in again.





Daily Evaluations

Activity Title: <i>Ball of reflection</i>	Source: N/A
Topics: Reflection and evaluation	Methods used: – Reflection - Sport
Sport used: Dodgeball	Target Group: 10-30 people, youth
Time: 15-20 minutes	Materials: A one colored beach-ball, marker
Space: <i>Inside (if a lot of space), outside</i>	Objectives: To personally reflect on the activities done throughout the day and to evaluate how well the topics were understood, how to implement them in real life.





Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants liked the day's activities and evaluate their progress and the exercises done throughout the day. The facilitator introduces the participants to the rules of the activity. The facilitator instructs the participants to form a circle. Each participant will have to throw a beach ball that has reflection questions written all over it to any person and the person that catches it will have to read the question that lands in their hands in front of them and answer/reflect on it.

The activity (15 minutes)

The facilitator instructs the participants to pass the ball to each other randomly until everyone has answered at least one question.

Handouts:

Questions on the ball:

- What did you enjoy the most today?
- What was the most challenging part of the day?
- What are you proud of today?
- What would you do differently if you could repeat today?
- What did you learn about yourself today?
- What is one thing you appreciated about someone else today?
- What moment made you feel most connected with others?
- What is one thing you will remember from today?
- Did something you experienced today change your perspective?
- What's one question you're still thinking about?
- What topic or idea would you like to explore more?
- What will you take with you from today?
- What would you like to try doing tomorrow?
- What habit or action might you change after this experience?
- What advice would you give someone who didn't attend today?

Additional Comments:

Recommended to keep in mind the size of the ball and the questions.
Make sure to get a marker that will not wipe away when the ball is touched.

Possible adaptations:

If the participants agree and there is time, it's possible to play this in the adaptation of dodgeball. The game goes as normal; the only change is when someone is hit - they have to answer a question on the ball.



Daily Evaluations

<p>Activity Title: <i>Mountain of emotions</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Reflection and evaluation • Final evaluation 	<p>Methods used: <i>-Final evaluation - Sport - creativity</i></p>
<p>Sport used: Mountain climbing</p>	<p>Target Group: <i>10-30 people, youth</i></p>
<p>Time: 30-40 minutes</p>	<p>Materials: <i>Recycled paper, pens, pencils, markers, flash cards, chalk</i></p>
<p>Space: <i>Open space/ closed space</i></p>	<p>Objectives: To personally reflect on the activities done throughout the whole week and to evaluate how well the topics were understood, how to implement them in real life, how the participants felt throughout the week, and how they envisioned themselves in the group setting and in the training course.</p>



Activity:

Introduction (5 minutes)

The facilitator explains that this activity is to reflect on how well the participants felt during the week's activities and evaluate their progress and the exercises done throughout the whole duration of the training course. The facilitator introduces the participants to the rules of the activity. On the ground a visualisation of a mountain is drawn and divided into three bases.

1. **Base Camp** (bottom): (Low energy, tired, confused).
2. **Halfway** (middle): Mixed feelings, learning, unsure, neutral.
3. **Summit** (top): Energised, fulfilled, excited. The participants are introduced to flashcards that they can use/ incorporate into their illustrations of the journey.

Activity (25 minutes)

Participants are instructed to illustrate the week's activities on a piece of paper in the metaphor of climbing a mountain. The facilitator encourages the participant's illustrations with questions like: How did they start the climb? Was the journey tiring, or was it fast and exciting? Maybe they were careful climbing the mountain? Did they reach the summit? Did they stay at the basecamp? Maybe they felt like the Sherpa of a group? Maybe a mountain goat that felt like in their natural habitat during the whole training course?

Discussion / conclusion (10 minutes)

After everyone has finished their illustrations, everyone is encouraged to share their story of the climb: engage in conversation about teamwork, difficulties during the "climb" or the stunning "sceneries" they saw during the week.

Handouts (if any):

Flash cards with words/images of:

- A Sherpa
- A mountain goat
- The sun
- Bad weather/snow/rain/clouds
- Rocky path
- Wind
- Good weather
- Different emotions (Happy, sad, excited, confused, angry, neutral, anxiety, love, etc.)

Additional questions:

- "What made you feel like you're at the summit?"
- "What challenges made you stay at base camp?"
- "What would you need to move higher?"
- "How did other's support your climb?"
- "What path would you take the next time?"

Additional Comments:

- Have a visualisation of the mountain and the "camps" for inspiration. Can make it visual and inviting – drawing little flags or a sun at the summit.
- Encourage the participants to be as creative as they can with their illustrations so they can describe their "climb" to the best extent.
- Encourage discussions, comparisons on the learning of their competencies, thoughts on activities.
- Can separate people in smaller groups so they can discuss among themselves their illustrations and story.

Possible adaptations:

The participants can also story tell the story of their climb or even act out their journey in front of others



Intercultural Evening: Sport Fanatics

The intercultural evening is suggested for use in international or intercultural programmes, but it can be adapted for a local context as a closing workshop by shifting the focus towards local sports fanatics—keeping in mind that certain elements may need to be adjusted to better suit a non-intercultural audience.

<p>Activity Title: <i>Cultural evening</i></p>	<p>Source: N/A</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Getting to know each other • Cultural exchange • Sport activities 	<p>Methods used: <i>Get to know each other – Sport</i></p>
<p>Sport used: Multiple</p>	<p>Target Group: 10-30 people, youth</p>
<p>Time: 60-90 minutes</p>	<p>Materials: <i>Real medals/ chocolate medals, Beanbags, chalk, recycled paper, speaker for music, pens/pencils, ping pong balls, other small round objects,</i></p>
<p>Space: <i>Closed/Open space</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To build team spirit and intercultural understanding • To celebrate diversity using traditional and popular sports • To encourage active participation and fun competition



Activity:

Introduction (5 minutes)

The facilitator welcomes everyone and introduces the evening as a fun and active way to explore cultures through sports. Participants are told that the event will mix short presentations and light-hearted competitions inspired by each country's traditional or popular sports. Everyone is encouraged to cheer, support each other, and have fun.

Parade of sport shirts? (5 minutes)

Participants walk in one by one or in small groups representing their countries, wearing sport shirts or something sporty. The facilitator "announces" each group like in the Olympic parade. Traditional music can play in the background for energy.

Cultural sports presentation (20 minutes)

Each country/group has about 4 minutes to present:

- The most popular sport in their country,
- A traditional or lesser-known sport or game,
- A fun fact or cultural link to the sport,
- They are encouraged to make it interactive with a short movement, phrase, or demo. The facilitator keeps time and transitions between groups.

Country Competition Games (30 min)

The facilitator has teams of national countries compete in mini games. For example: a team of 5 people are instructed to complete an "obstacle" course faster than the other teams, while they all collectively balance an object like a small ball with only pens or pencils. Another mini game example: Each team gets a stack of recycled paper. In 3 minutes the teams have to build the tallest free-standing tower possible. The team with the tallest tower wins. Another example: Facilitator calls out a sport (e.g., swimming, volleyball, fencing). Teams have 10 seconds to freeze in a group pose that represents that sport. The team with the most creative pose wins. Another example: Draw a large 3×3 tic-tac-toe grid on the ground. Teams toss bean bags, or other possible items, to try to land in a square and claim it. First to three in a row wins.

Medal ceremony (5 minutes)

The facilitator announces the winning teams of each game and gives out medals for the winners and for "best dressed team", "most team-spirited" etc.

Additional Comments (if any):

Make sure to inform participants before departure to the training course to bring sport t-shirts from their country, or at least a sport attribute from the country they represent

Possible adaptations:

Possible to do with any mini game of choice.

06

CONCLUSION



This toolkit brings to a close a comprehensive and structured programme designed to bridge the gap between physical activity and ecological responsibility. Through a diverse array of 25 specialized workshops—covering critical topics such as energy and water consumption, waste management, sustainable transport, and biodiversity—this toolkit demonstrates how sport can serve as a powerful catalyst for environmental awareness and action. By providing youth workers, trainers, and facilitators with innovative, non-formal education tools, the project offers practical inspiration for those striving to integrate sustainability into the daily lives of young people.

The materials showcased here, from the "Waste Relay Race" to "Environmental Policy Making" simulations, serve not only as a repository of ideas but as a flexible tool for empowerment. Facilitators are encouraged to adopt, adapt, and replicate these effective methods to suit their local contexts, whether in Italy, Malta, Greece, Cyprus, Portugal, or beyond. Each activity highlights a different dimension of engagement, collectively affirming that sport is a unifying and motivational platform capable of fostering a deep sense of responsibility and building habits for long-term environmental stewardship.

This toolkit is a primary output of Project STELLA – Sport as a Tool for Environmental Sustainability Learning. It embodies the mission of our five partner organizations—TDM 2000 ODV, Active Zone Outdoor, EKO, Synergia, and TDM 2000 Malta—to empower a new generation of environmentally conscious and socially engaged young individuals. We hope the insights and methodological approaches contained in this kit will inspire lasting change within organizations and communities alike, as we collectively work toward a more sustainable future.



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