

HOW

DO WE

WANT

TO ACT

?

I would like to describe this collaboration project „Fair Play Future“ as treading an exciting, future-oriented education path. This has been a very motivating goal for myself and the other protagonists. RENN.mitte and Spirit of Football e.V. were able to use the funding provided for development policy education work from the Federal Ministry for Economic Cooperation and Development (BMZ) of Germany to good effect. Drawing on the experience of Spirit of Football's „The Ball“ campaigns, that promote FairPlay both locally and globally, we were able to facilitate the transfer of Agenda 2030's 17 Sustainable Development Goals into interactive education. In practise, this took place at 13 schools in Berlin, Brandenburg, Saxony, Saxony-Anhalt and Thuringia. The 2030 Agenda and Education for Sustainable Development were brought to life, becoming tangible in a new quality. Pupils and young people were empowered. I am particularly pleased to hear that the project helped Spirit of Football to internalise sustainability in its work, above all with an abundance of enthusiasm. I wish, for all of us, that starting in 2020 „Fairplay Future“ workshops can be run in ever more schools. The current score, that I am keeping, is: 1-0 for the planet and for us all.

Josef Ahlke

*Consortium Leader Regional Network for Sustainability Strategies –
Middle Germany (RENN.mitte)*

FOREWORD

Spirit of Football's motto is „One Ball, One World“. We travel the world with a fair trade football and have so far been lucky enough to meet a wide variety of people, connect and share experiences with them. These encounters enrich our interactive educational modules, which we carry out in different contexts, especially in schools. It is a miracle that we, as humanity, who are currently shooting through the universe on this one ball, that we call the world, are all alive and kicking right here, right now at this very moment in time. We are the lucky ones, and I believe, that we have a very real responsibility, to enable an enriching and high quality of life on our earth for future generations. We are doing our part by working on this goal with RENN.mitte in the Fairplay Future project.

One Ball, One World, One Common Future!

Andrew Aris
President Spirit of Football e.V.

TABLE OF CONTENTS

- * ***The Project / Page 1 – 2***
- * ***The 5 PS and the 5 Fairplay Rules / Page 6 – 7***
- * ***The 17 SDGs / Page 10 – 13***
- * ***The Workshops / Page 16 – 17***
- * ***1st Workshop Day / Page 20 – 57***
 - * ***Intro Day 1 / Page 20 – 29***
 - * ***Break***
 - * ***FairPlay-Football / Page 30 – 47***
 - * ***Lunchbreak***
 - * ***Where do you Play? / Page 48 – 57***
- * ***2nd Workshop Day / Page 62 – 97***
 - * ***Intro Day 2 / Page 62 – 63***
 - * ***Worldcafé / Page 64 – 71***
 - * ***Break***
 - * ***Theatre 5.0 / Page 72 – 89***
 - * ***Lunchbreak***
 - * ***Reality Hurts / Page 90 – 95***
 - * ***Circle of Love / Page 96 – 97***

- * ***ESD Competencies / Page 100 – 101***
- * ***Current Figures / Page 102 – 103***
- * ***Tips for Implementation / Page 103 – 104***
- * ***Appreciation - Methodology / Page 105***
- * ***Checklist / Page 106 – 109***
- * ***Material List / Page 110 – 112***

Dear teachers, educationalists, trainers, social workers and those committed to sustainability,

*The “Fair Play Future” project was developed to raise awareness amongst young people in Thuringia, Berlin, Brandenburg, Saxony and Saxony-Anhalt about sustainable development issues. The workshops are based on the FairPlay rules and methods of global learning from Spirit of Football (SoF). These FairPlay rules are associated with the „five Ps” - **People, Planet, Prosperity, Peace and Partnership** - the preamble to **Agenda 2030** and its **17 SDGs (Sustainable Development Goals)**.*

In 2015, for the first time, the United Nations defined Education for Sustainable Development (ESD) as an independent field of action with sub-goal 4.7 of SDG 4 – quality education. The focus of ESD is on the one hand to show the connections between the global South and the global North, and on the other hand to activate responsible thinking and acting in each individual. Implementation requires not only political will, but also the commitment of every individual, regardless of age, gender, origin or social position. This is in line with the project’s goal: to generate interest in and commitment, in terms of concrete action, to the various dimensions of sustainability.

Spirit of Football is a non-profit organization that uses football and theatre to convey democratic, inclusive values in everyday life and to spread the pure joy of playing together. Our guiding principles are our fair play rules. We encourage our workshop participants to commit themselves locally and regionally to equality, respect, sustainability,

THE PROJECT

peace and cooperation. In the next few years we aim to be on the road with our Fairtrade balls and our sustainability workshops under the motto „Fairplay Future“.

We hope that the methods described below will inspire you and your pupils/participants to bring these 17 global goals into everyday (school) life and to take a sense of ownership for them. We have tested these methods with trainers and pupils from 5 federal states, in 17 workshops at different kinds of schools with participants of different ages, ethnicities and socio-economic backgrounds. We have incorporated these experiences and suggestions into the further development of the methods.



OF
OF

SELF
SPI



PARTNERSHIP





PARTNERSHIP



THE 5 PS AND THE 5 FAIRPLAY RULES



*The **5 Ps – Planet, People, Prosperity, Peace and Partnership** - were each assigned one of the 5 Spirit of Football fair play rules and form the basis of our methodical implementation. We have also created symbolic hand signs for each of these 5 Ps, which are explained and shown to the pupils during the introduction. Participants are encouraged to reproduce the symbols together, in a circle, with their respective neighbours.*

THE 5 PS AND THE 5 FAIRPLAY RULES



everyone can play

Poverty and hunger worldwide can and should be brought to an end. It needs to be ensured that all people can fully develop their potential with dignity and equality and in a healthy and safe environment.

teamwork

The aim is to ensure that everyone can enjoy a life full of prosperity and fulfillment and that economic, social and technical progress takes place in harmony with nature.



show respect

The planet is to be protected from further damage through sustainable consumption, production, management of its natural resources, as well as measures to fight against climate change, so that it can meet the needs of today's and future generations.

honesty & fairplay also with words

Peaceful, just and inclusive societies should be promoted that are free of fear and violence. Without peace, there can be no sustainable development and without sustainable development there can be no peace.



celebration = integration

The resources needed to implement this agenda are to be mobilized through a revitalized Global Partnership for Sustainable Development, based on a spirit of enhanced global solidarity, in which all countries and all people participate.

Source: Permanent Representation of the Federal Republic of Germany to the United Nations: 2030 Agenda.





THE 17 SDGs



PEOPLE



PROSPERITY



PLANET



PEACE

PARTNERSHIP



AGENDA 2030

Source: UNESCO

In 2015, 193 countries agreed to try and reach 17 sustainable development goals by 2030. The pictograms below each represent a goal. The goals are even further specified by a total of 169 sub-goals. Individual descriptions of the 17 SDGs below.

Goal 1: End poverty in all its forms everywhere.(e.g. almost 800 million people live on less than US \$1.90 a day).

Goal 2: End hunger, achieve food security, better nutrition and promote sustainable agriculture.(e.g. nearly 800 million people in the world do not have enough food to lead a healthy and active life)

Goal 3: Ensure a healthy life for all people of all ages and ensure their welfare.(e.g. about two million people have no access to basic medical care)

Goal 4: Ensure inclusive, high-quality education and promote opportunities for lifelong learning for everyone.(e.g. 263 million children and adolescents worldwide do not go to school. More than 32 million children with disabilities in poor countries have no opportunity to go to school)

Goal 5: Achieve gender equality and empower all women and girls to self-determination.(e.g. the worldwide employment rate of women is at almost 49%, almost 27% lower than that of men)

Goal 6: Ensure availability and sustainable management of water and sanitation for everyone.(e.g. 768 million people live without clean drinking water. 2.6 billion people live without basic sanitation)

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for everyone.(e.g. 80% of the world's energy comes from fossil fuels. 20% of the world's population has no access to electricity)

Goal 8: Promote stable, pro-poor and sustainable economic growth, full and productive employment and humane work for all.(e.g. 60 million people work in the textile industry worldwide, most in Asia and Africa and often under inhumane conditions)

Goal 9: Build a resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.(For example, the required worldwide investment in infrastructure to maintain the current rate of growth is estimated at US \$3.3 trillion annually. The most innovative

countries are the richer ones, Switzerland tops the list)

Goal 10: Reduce inequality in and between countries. (e.g. 70% of the world's population live in countries where the gap between rich and poor has grown over the past 30 years)

Goal 11: Make cities and settlements inclusive, safe, resilient and sustainable. (e.g. over half of the world's population lives in cities)

Goal 12: Ensure sustainable consumption and production models. (e.g. mankind had, already in August 2017, used up the regenerationability of the earth for an entire year)

Goal 13: Take immediate measures to combat climate change and its effects. (e.g. in the past 20 years, 90% of disasters have been caused by flooding, storms, heat, or other weather-related events)

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development (e.g. 30% of commercially used fishing resources worldwide are being overfished and 57% are exploited to the maximum. 10 million tons of plastic end up in the ocean every year)

Goal 15: Protect and restore land ecosystems and promote their sustainable use, manage forests sustainably, combat desertification, end and reverse soil degradation and put an end to the loss of biodiversity. (e.g., seven million hectares of rainforest worldwide were cleared annually from 2000 to 2010)

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (e.g. global arms exports are increasing)

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development (e.g. only six countries have kept their promise to pay 0.7% of gross national income as development aid. Because of refugee expenditure, Germany is one of them for the first time)

Source: Germanwatch (2017): *The Global Goals for Sustainable Development I. Future visions for a sustainable world: getting to know the 2030 Agenda. Initiative for the promotion of economic competence in the sense of education for sustainable development (2017): Guide for the use of the „BiWiNa SDG Blocks“ in educational work. Bonn.*

PEACE





Tips for teachers, educators, trainers and those committed to sustainability:

It is important, that the participant group receives an introduction to sustainability prior to the two project days. This enables the participants to get started with the methods more easily. It is also important that the content of the training is discussed after the two workshop-days, to reflect on what has been learned, to further deepen it, as well as to monitor the sustainability goals that the groups has set.

The two workshop days

*On the **first workshop day**, an introduction to sustainability is given by explaining the 5 Ps and the SDGs. The main focus on Day 1 is on SDG 17 and the P for Partnership. This means teambuilding. The methods on Day 1 combine team-oriented activities (e.g. FairPlay football). The focus of **the second workshop day** is sustainability by building on day one's foundation with the methods World Café and Theatre 5.0. Participants are encouraged to reflect on their own role in terms of sustainability. By the end of the day, a transfer from theory into practice (including clear ideas for real action) takes place. Concrete ideas are collected for implementation in the real world (class, school, community) of the participants.*

A possible schedule of the two-day workshop:

1st Workshop Day

- * **Intro Day 1**
- * **Break**
- * **FairPlay-Football**
- * **Lunchbreak**
- * **Where do you play?**

2nd Workshop Day

- * **Intro Day 2**
- * **World Café**
- * **Break**
- * **Theatre 5.0**
- * **Lunchbreak**
- * **Reality Hurts 5.0**
- * **Circle of Love**

Factors concerning the location must be taken into account. Breaks must be implemented individually in consultation with the local partner, in accordance to pre-determined factors (e.g. workshop time frame, break times). A suitably sized (class)room must be available. Hall times in a gym must be reserved in advance for the football module and the theatre room reserved for the theatre workshop.

The Handbook

This handbook guides practitioners step by step to the successful carrying out of individual methods and in bringing those methods together in the bigger picture. On the one hand it serves as a basic introduction to the SDGs, on the other hand as a guide for practical implementation in the classroom. Each method is aimed at the individual as well as the group and can be explained in terms of “Where do I / we want to go?” and “What do I / we want to do?” The core idea is that every one of us can be a changemaker and that we can make sustainable changes in our communities.



WE

ARE

THINKING

ABOUT IT !

DAY 2

1st WORKSHOP DAY

- * ***Intro Day 1 / Page 20 – 29***
- * ***Break***
- * ***FairPlay-Football / Page 30 – 47***
- * ***Lunchbreak***
- * ***Where do you Play? / Page 48 – 57***

Name of the method: *Intro Day 1*

Age Group: from 8th grade (13/14 years)

Group Size: max. 25

Duration: max. 45min

Location: Classroom

Material: Laptop, projector, roll-up banner, one fair trade ball as speaking ball, music box, extension cord, multi plug etc.

Learning Goals:

- Get to know the values of the project
- Get to know the 5 Ps and the 17 SDGs
- Create awareness for the 5 Ps in order to transfer them into (local) everyday actions
- Mit Hilfe der „Querschnittsaufgabe“ (alias „Special Mission“) Denkanstöße geben (optional)

Basic idea:

In addition to the presentation of Spirit of Football, the focus is on getting into the topic of sustainability by way of the 5 Ps (People, Planet, Prosperity, Peace and Partnership) and the 17 SDGs.

Role of the trainer:

- A team leader conducts through the intro, integrating the participants by asking them questions and throwing them

the speaking ball, when they want to say something

- *Delivering a mix of content, interaction and fun*
- *Stimulate an appetite for and interest in sustainability*
- *Create harmony in the group*

Sequence:

- *Warm up (see variations)*
- *Show the 5-minute 2014 Ball-Video*
- *Introduction of Spirit of Football*
- *By way of the SoF-Culture (Diversity, Respect, Teamwork).*
- *Introduction of the project „Fair Play Future“*
- *Getting to know the 5 Ps (People, Planet, Peace, Partnership and Prosperity) and the SDGs also with the help of a video.*
- *Splitting the class into 4 small P groups*
- *The 5Ps form the basis for the division into small groups, i.e. there are 4 participant groups with one SoF Trainer per group*
- *Trainers represent the Partnership P and lead, as well as mediate in the other 4 P groups.*

Variations:

Verschiedene Warm-ups:

- **Welcome ritual:** *participants roam freely in the room (as music is played by SoF Trainer) and as soon as they meet another participant, they come up with a greeting ritual, e.g. hand shake, wink, dance move. If they meet another participant again, their unique greeting ritual is repeated.*

- **Welcome Diversity:** Participants are sitting or standing in a circle, one participant goes in the middle and says „I like ...“. Those participants, who feel addressed with this statement, join the participant in the middle of the circle. The remaining participants applaud and cheer. All participants take their places in the circle again and a new round begins with the last participant throwing the ball to the next. All participants should have their turn. Trainers motivate others to cheer. Works best if a trainer begins the round.
- **Journey to Jerusalem (variant):** Several chairs are placed back to back in two rows. The participants position themselves around the chairs. When music is played, the trainers and participants dance around the chairs, until the music stops. All participants then find a place on the chairs. No foot can touch the floor for more than 3 seconds. Several chairs are removed with each additional round, but no participant leaves the group. The size of the last number of chairs is decided by the trainers, so that the participants have a fair chance of reaching that goal. The goal is achieved if all participants do not touch the floor and are sitting or standing together on the chairs).
- **Name monster:** All participants are in a sitting or standing circle. A participant is the “monster” in the middle of the circle and approaches another person without speaking; this person then makes eye contact with another participant in the circle. In order for the monster to change its victim, the person, who was looked at, must loudly say the name of yet another person in the circle. As soon as a new name is pronounced, the monster has to go for this participant and the game continues. The goal is, not to be caught

by the monster. In the event of "being caught", that person becomes the new monster.

- **5 legs, 5 arms:** *The participants roam freely in the room, until a trainer gives a command. Firstly, the size of the groups is set by the trainer. e.g. 6 people per group. Secondly, the trainer may say „5 arms, 5 legs“. The participants need to come together in a group of 6 and need to have the specified number of arms and legs touching the floor, while simultaneously being in physical contact with each other. When the command has been carried out, music is played and the participants roam freely around the room again and a new round begins with a new command. The trainers come up with various commands, e.g. 20 arms and 18 legs, 4 legs and 1 arm.*









Name of the method: *FairPlay-Football*

Age Group: from 8th grade (13/14 Years)

Group size: max. 25

Duration: 90 min / **Game duration:** each match 7-8 min

Location: Gym, outside area with enough space

Material: Cones, bibs, balls, whistles, goals, music box, cell phone for music, „5P handicap list“, material for the various handicaps (see list)

Learning goals:

- Practical implementation of the FairPlay rules
- Activation and inclusion of all participants (= teamwork)
- Generate an appreciative communication culture
- Dealing with 5Ps and SDGs by showing global consequences of human action (handicaps)

Competence development in the following areas:

- Conscious body awareness
- Creativity
- Promotion of a fair communication culture
- Teamwork
- Selflessness – celebrate the success of others
- Environmental awareness

Basic idea:

In FairPlay football, the 5 SoF FairPlay rules and the stop-motion-rule form the basis for several fairplay matches.

The fair implementation of the rules is reflected upon. After at least two rounds of fairplay, whereby each team must have played at least once, the game in later rounds is influenced by pre-defined handicaps, which are intended to illustrate the influence of external factors. This means that the participants are exposed to different experiences of exclusion, due to devised scenarios (handicaps). These handicaps are assigned to the 5 Ps (see below).

Role of the Trainer:

Before the game starts (seated circle):

- *Introduce rules of the game*
- *Use the fairtrade speaking ball!*
- *Point out that participants should change positions in the matches*
- *Pay attention to the connection to the „P“ in the team name and the battle cry / choreography that the participants need to create*
- *Pay attention to gender balance*

- *Questions to participants:*
 - *Who likes football?*
 - *Who is playing for the first time?*
 - *Who plays in a club?*
 - *Have you ever played football as a class/at school? How was it?*

During the game:

- *Trainers = playing referees (one of the non playing refs has the "5P" handicap list")*
- *Encourage common goal celebration!*
- *Encourage participants to change position*
- *Active participation and fair play (i.e. slow pace, NO dribbling, no tricks, stop-motion-rule, ball stays on the ground, integrate all participants, keep an eye on „football boys“, communicate clearly and praise, high 5s, low 5s)*

Intermediate feedback in seated circle:

- *After two games*
- *One trainer moderates a short reflection round*
- *Trainers elicit feedback and bring their own observations into the reflection*
- *Questions to participants:*
 - *How was the game?*
 - *What was good? What can you do better?*

After the game (seated circle, referring to the 5P handicaps):

- *One trainer moderates*
- *Participants should not name anyone directly (rather "I have observed that ...")*
- *In addition to the 5 Ps, also address the associated SDGs*

- *Possible questions after the game (seated circle, reference to the 5P handicaps):*
 - *What happened? What were the handicaps?*
 - *How did you feel?*
 - *When did you feel treated unfairly? Why?*
 - *Why do we play like this?*
 - *How and what can be changed so that what corresponds to the handicaps no longer happens?*
 - *Did you adapt your style of play to the other team that was disadvantaged?*

Sequence:***Before the start of the game (seated circle):***

- *Warm-up together (moving, stretching), always with music*
- *Introductory words, questions asked and answered about FairPlay football*
- *Explanation and demonstration of the rules of the game*
- *Division into small teams (up to 4 teams), allocation of trainer for each team*
- *Participants come together in their teams, creation of team name (in connection with their P) and a suitable choreography*
- *Presentation of team names and choreographies (respected with applause by other teams)*
- *Two teams play in the first game, the other team(s) cheer on as fans from the sidelines, observe the compliance of*

the FairPlay rules and can use the microphone to commentate on the game or in some cases choose music (DJ)

- *Entry of (both) teams to the "Champions League Anthem"- cheered by those teams that are not playing (the fans)*
- *Shake hands with all opponents = with eye contact*
- *The kick-off is decided by chance (rock, paper, scissors)*
- *The referee's whistle starts the game(s)*

- *Schedule of matches:*

*Fairplay round: Prosperity vs. Planet, Peace vs. People
Handicap round: Planet vs. Peace, People vs. Prosperity
Last game is always People vs. Prosperity, because the resulting double handicap disadvantage for team People should be absorbed in the feedback as soon as possible
Important: Trainer selects suitable respectful music (no party music) during the handicap round*

During the game:

- *Goals scored are celebrated together by everyone (from both teams),*
- *After the final whistle everyone shakes hands, with honest eye contact*

Interim feedback (after each team has played once):

- *Short reflection rounds after two rounds of play: in seated circle, it is agreed upon what was good and what could be improved*
- ***IMPORTANT: Trainers clearly need to indicate that some-***

thing will change in the next rounds and the participants should be ready for eventualities. When music stops, the game must also stop. And DJ / moderator (a trainer) gives new instructions (5P handicaps) that affect the course of the game.

- *Possible actions for the 5P handicaps: see table below.*

Final feedback (seated circle):

- *Last reflection round refers specifically to the 5P handicaps*
- *Final action: all hands come together, we say „One Ball, One World“ together and throw the bibs up in the air. This is a good time for a group photo.*

Special Features:

- *Stop-motion-rule: During the game, trainers ensure that the participants pass the ball. Each time a player receives the ball, he/she needs to stop the ball (by tapping the ball with their foot). The player who has stopped the ball has up to three seconds time to pass the ball and can not be attacked in this time. There is no dribbling of the ball (zero tolerance), because it often excludes those, who are not so good in football, from playing. This equals the playing field for all players.*

- *Influence of the game through handicaps - the moderator (a trainer) has a special role in relation to the 5P handicaps. IMPORTANT: Each team gets only one handicap scenario per game. In the final game, one team gets a positive scenario. When this happens, team „People“ is at a*

double disadvantage. This must be well moderated in the subsequent final reflection round. All other injustices are also taken up here.

Possible handicap-scenarios:

People (Bib colour: orange) / (SDG 1, SDG 5):

*All women/men are forced out of the team = no equality
"In your country men / women (always the gender that is more representative) are not allowed to play football. That is why all men / women from your team have to leave the field immediately."*

Silent football

"You belong to the poorest social class in a certain city / region / country and you have no political voice. Your team is not allowed to speak a word."

Prosperity (Bib colour:: yellow) / (SDG 10):

Penalty kick, without a goalkeeper

"There is corruption in your country and Team Prosperity has the better connections to decision makers. That's why they win a penalty without a goalkeeper."

Planet (Bib colour:: green) / (SDG 13):

"The planet is suffering from the consequences of climate change. There are floods / fires raging in your community. That's why you can only move in slow motion."

Peace (Bib colour:: blue) / (SDG 16):

Players are not allowed to leave their half of the field because they are in a refugee camp / the borders are shut tight

„You are refugees on the run, but unfortunately the borders in the neighboring country are closed for you. You can only play on your half of the field.“There is finally peace everywhere, all borders are open and there are no more teams - everyone is playing together.“

Players gradually leave the field

„Since you are in a war zone, you gradually lose fellow players. You don't know what has happened to them, whether they were able to flee, are in prison, or even have been injured or killed.“

„You are in a war zone. Three players are injured and can therefore only move by hopping on one leg.“

Partnership (Bib colour:: pink) / (SDG 17):

=Teamer*innen

Dance break. That means everyone dances to the music and the ball is adapted playfully.

Distribute food fairly (food is collected the evening before, using the „too good to go“ app or through food-sharing)

Handicaps for all:

"The state has decided to put the money for footballs in its own pocket. So unfortunately you can only play with a tennis ball."

"Your continent is littered because nobody has taken care of recycling and waste processing. For the rest of the game, plastic garbage is in your way all over the field while you are playing. "There is finally peace everywhere, all borders are open and there are no more teams - everyone is playing together."

„There is finally peace everywhere, all borders are open and there are no more teams - everyone is playing together."

"In your country men/ women (always the gender that is more representative) are not allowed to play football. That is why all men/women from your team have to leave the field immediately."

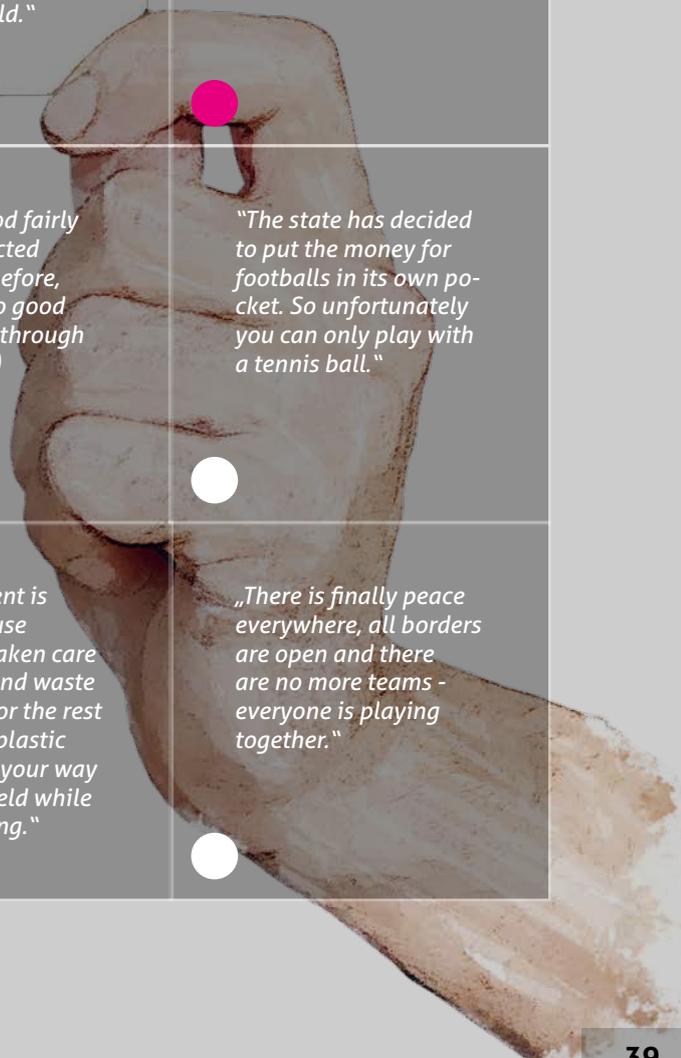
"You belong to the poorest social class in a certain city / region / country and you have no political voice. Your team is not allowed to speak a word."

"There is corruption in your country and Team Prosperity has the better connections to decision makers. That's why they win a penalty without a goalkeeper."

"The planet is suffering from the consequences of climate change. There are floods / fires raging in your community. That's why you can only move in slow motion."

„You are in a war zone. Three players are injured and can therefore only move by hopping on one leg."

„Since you are in a war zone, you gradually lose fellow players. You don't know what has happened to them, whether they were able to flee, are in prison, or even have been injured or killed. "



„You are refugees on the run, but unfortunately the borders in the neighboring country are closed for you. You can only play on your half of the field.“

Dance break. That means everyone dances to the music and the ball is adapted playfully.

Distribute food fairly (food is collected the evening before, using the „too good to go“ app or through food-sharing)

„The state has decided to put the money for footballs in its own pocket. So unfortunately you can only play with a tennis ball.“

„Your continent is littered because nobody has taken care of recycling and waste processing. For the rest of the game, plastic garbage is in your way all over the field while you are playing.“

„There is finally peace everywhere, all borders are open and there are no more teams - everyone is playing together.“

















WHERE DO YOU PLAY?

Name of the method: *Where do you play?*

Age Group: from 8th grade (13/14 years)

Group size: max. 25

Duration: 60-90min

Location: Classroom

Material: writable playing field and position cards, pens, laptop with PP, projector

Learning goals:

- Allocation of personal character traits to given football positions
- Make similarities and differences (diversity) visible and respect them
- Every position is important (teamwork)
- Awareness of one's own traits
- Reflection on one's own position within the group and in relation to sustainability

Competence development in the following areas:

- Increased self-awareness
- Increase in self-esteem
- Logical thinking
- Conceptual thinking
- Orientation within the group
- Self assessment

Basic idea:

positions on a football field or the position you play when you play football. Rather, it is about visualizing the com-

position of a group using a simple and well known model (team line-up). The model shows that each player in a given team has different characteristics and that everyone is equally important for the functioning of the team as a whole. Based on various given real-life situations, participants choose a position that best suits their character. The position in combination with personal character traits is fixed, so that a choice (of a certain position) is made easier for the participants. The method „Where do you play?“ is then applied using different everyday situations, so that the position chosen by each participant varies, depending on the situation (e.g. in a given classroom setting at school a participant may recognize that she is a „striker“, while in family life she might be a „midfielder“etc.).

Role of the Trainer:

- *All of the character traits and questions about them should be mastered safely and by heart*
- *Moderation is very important when using this method!*
- *Preparation:*
 - *Tables with laminated „Where do you play?“ playing fields and pens that are easy to wash off*
 - *Place position cards for positional class line-up in the classroom*
 - *Careful: positional game needs plenty of space!*

Before the game starts:

- *A trainer takes over the moderation and guides through the method*
- *Presents individual positions with corresponding charac-*

WHERE DO YOU PLAY?

ter traits (PP)

- *Clarifies, that positions have nothing to do with football skills (only symbolic!)*

- *Questions to participants:*

- *With the entire group: what are character traits? They are not skills and" are not character traits. These questions help support the idea: What do you like about your friends / family?)*

During the game (Roompositioning):

- *Request to the participants to assign themselves to distributed positions in the room (depending on the question)*
- *Depending on the atmosphere in the class, the moderator can conduct short interviews with participants*

- *Questions to participants:*

- *Where do you see yourself in your circle of friends, which position best suits you?*
 - *Where do you see yourself (which position) in terms of sustainability?*

After the game (small group work):

- *Each trainer is responsible for a table*
- *Summary of the small group work (presentation depending on the mood of the large group and time constraints)*
- *Keep learning goals in mind for summaries!*

- *Questions to participants (in the small groups):*
 - *Where do you see yourself within your family / class?*
 - *Why did you take on this position?*
 - *Where do you want to be (family & class)? What can you do specifically to get there?*
 - *What do you think, where do other students see you? Why?*

Sequence:

- *Common warm-up (see module intro - variations)*
- *Presentation of the positions and their characteristics (see below)*
- *Positioning on the field in the room: „What position do you have ...?“ (see above). Background: in different situations we take on different roles in our lives!*
- *Positioning on the field for sustainability: „Where do you see yourself in terms of sustainability?“*
- *Split up the bigger group into small groups (according to the 5 Ps)*
- *Prepare group tables as well as the room-positioning activity (see above)*
- *Small group work: questions, see above*
- *Summary of small group work by trainers*
- *Summary questions for everyone: „What do you think, what is the most important position?“ (Trick question – every person and position is important!)*
- *„Where would you like to be in terms of sustainability?“*

WHERE DO YOU PLAY?

Special Feature:

- *It is not about where the participants would position themselves on the football field, but about their roles in everyday life!*
- *Be careful: It can be a very sensitive module. Do not allow space for negative or demeaning comments from others. When in doubt about a group, just go directly into small group work after the introduction.*

Team-Positions:

Goalkeeper

- *Does his / her own thing*
- *Doesn't care what others think of him / her*
- *Positively crazy*
- *Quick to help – in the right moment he / she is there for the others*

Defender

- *Organised - has a good overview*
- *Patient, calm and level-headed*
- *Thinks of / for others and defends them*
- *Does what needs to be done, no more and no less*

Midfielder

- *Communicates positively with everyone (i.e. also with people outside the group)*
- *Acts as a mediator, has a lot of energy*
- *Solves problems, is like a social worker*

Striker

- *Eye-catching, ambitious*
- *Courageous, confident*
- *Innovative and full of ideas*
- *Determined, shows the way*

Coach

- *Has a plan and a strategy*
- *Can make decisions*
- *Knows strengths and weaknesses of others*
- *Point of contact, confidant*

Fan

- *Motivates and supports others first*
- *Happy for others*
- *Is creative / imaginative*
- *Spreads positive energy*

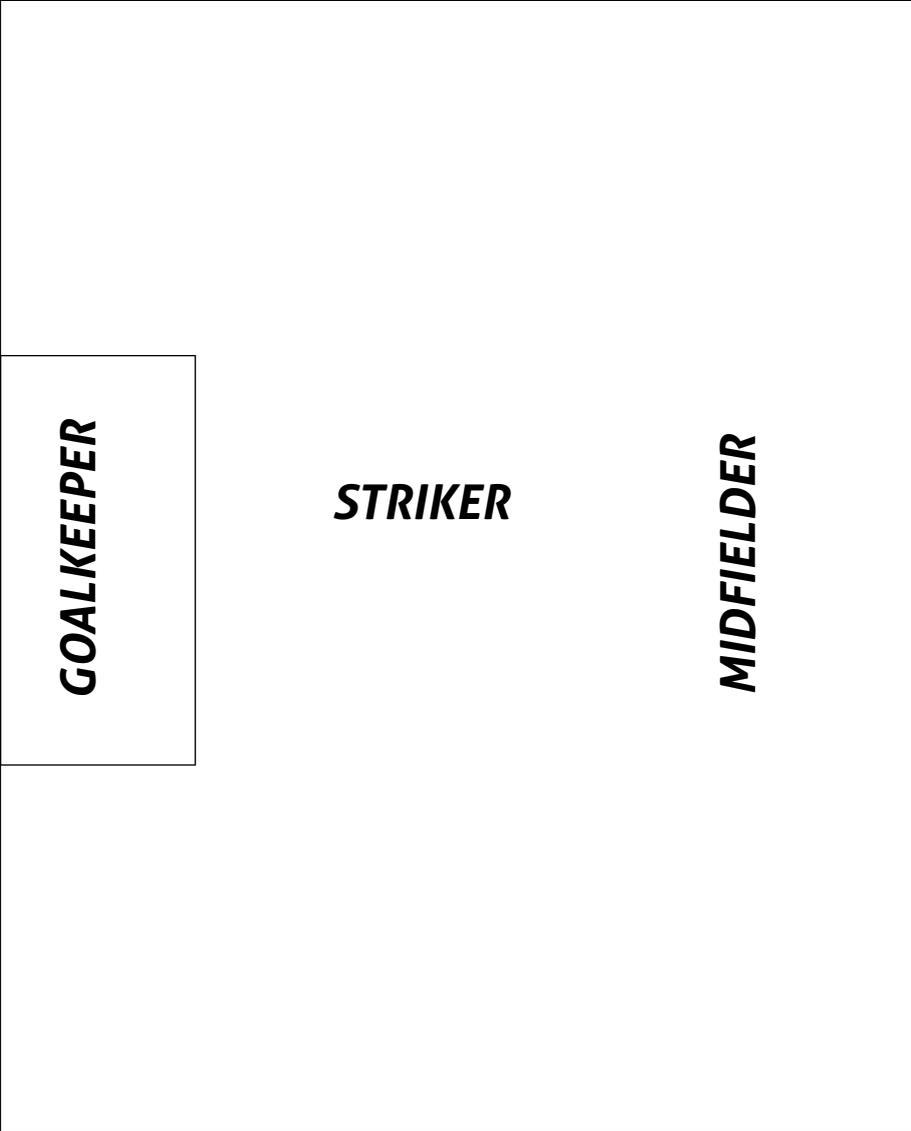
Referee

- *Is responsible for fairness and fair play and considers the rules to be important*
- *Implements the rules and convinces others of them*
- *Is organized and keeps a strict overview*
- *Can make decisions (even under intense pressure)*

Caretaker

- *„Challenger“ in a group*
- *Asks really good questions*
- *Takes his / her job very seriously*
- *Must be convinced („first says no“) before agreeing*

FAN



GOALKEEPER

STRIKER

MIDFIELDER

COACH

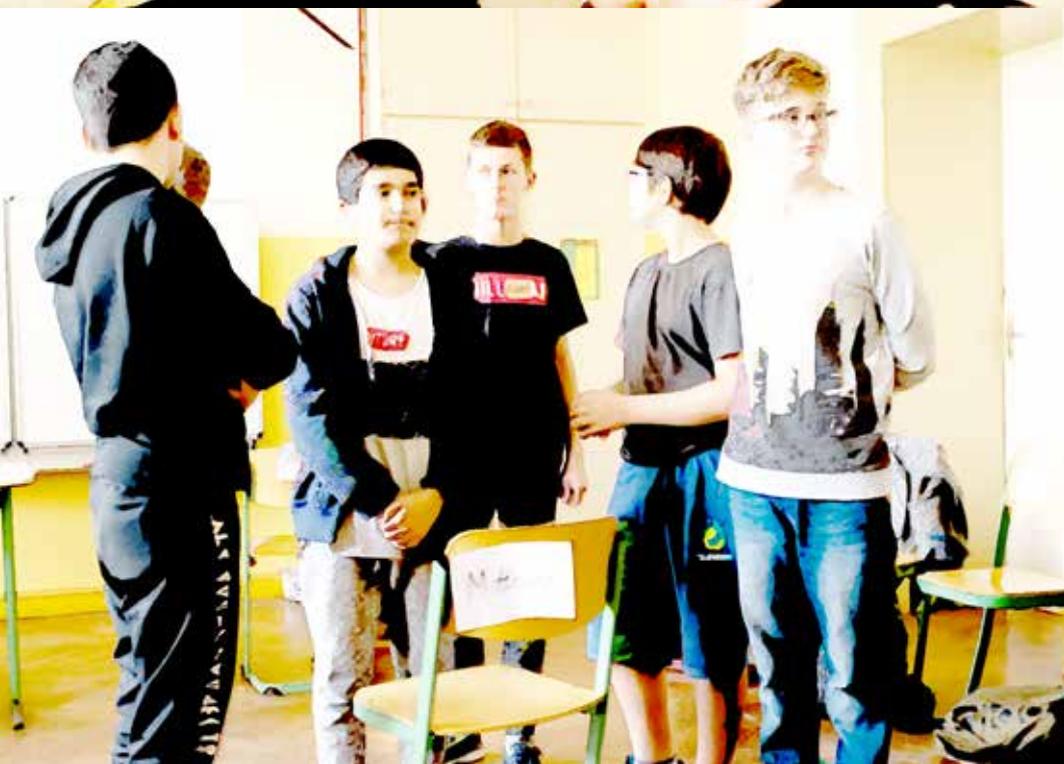
REFEREE

MIDFIELDER

DEFENDER

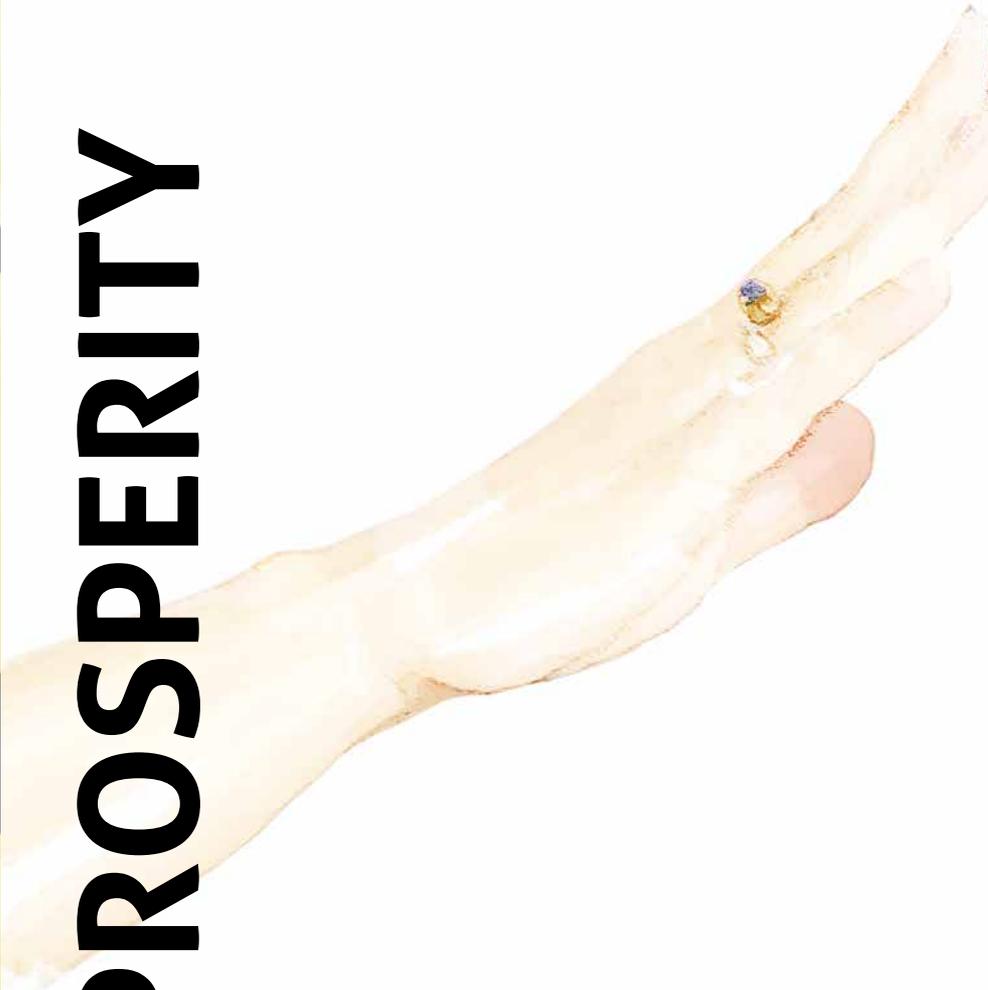
GOALKEEPER

CARETAKER





PROSPERITY



PROSPERITY





WE

ARE READY

FOR

ACTION!

DAY 2

2nd WORKSHOP DAY

- * ***Intro Day 2 / Page 62 – 63***
- * ***Worldcafé / Page 64 – 71***
- * ***Break***
- * ***Theatre 5.0 / Page 72 – 89***
- * ***Lunchbreak***
- * ***Reality Hurts / Page 90 – 95***
- * ***Circle of Love / Page 96 – 97***

Name of the method: *Intro Day 2*

Age Group: *from 8th grade (13/14 years)*

Group size: *max. 25*

Duration: *max. 15min*

Location: *Classroom*

Material: *Laptop, projector, roll-up banner, speaking ball, music box, extension cord & multi plug*

Learning goals:

- *Wiederholung der 5 P und der 17 SGDs*
- *Repetition of the 5 Ps and the 17 SGDs*
- *Create awareness for the 5 Ps in order to transfer them into (local) everyday action*

Basic idea:

The introduction to sustainability on Day 2 includes a summary of the 5 Ps and the 17 SGDs and is deepened by meaningful video messages from SoF ambassadors. These messages clarify the topicality and urgency of sustainability and help to create motivation for the participants to act.

Role of the Trainer:

- *A team leader guides through the intro, integrating the participants by asking them questions and throwing them the speaking ball*
- *Delivering a mix of content, interaction and fun*
- *Stimulates an appetite for and interest in sustainability*

Sequence:

- *Common warm-up (see module Intro - Variations)*
- *Feedback about the 1st workshop day with speaking ball*
- *What do you remember (from yesterday)?*
- *Who can name an SDG? What are the 5 Ps?*
- *What was your personal highlight? Why?*
- *What, if anything, made you think and reflect on?*
- *Video messages from Alexander Gerst and Jürgen Klopp:*
 1. *FairPlay with People & Planet, 2. Everyone is important – a call to action!*

Name of the method: *World Café*

Age Group: from 8th grade (13/14 years)

Group size: max. 25

Duration: 90min

Location: A large classroom

Material: Music box, cell phone with music, food / drink, flipchart paper, flipchart pens, tables / chairs, information (laminated print-outs) for the topic tables

Learning goals:

- Discussion of the 5Ps and SDGs in small groups
- Insight into positive & practical examples of sustainability
- Exchange, inspiration, ideas of how to „Pimp My School“ („My school should be more fun and sustainable“)

Competence development in the following areas:

- Communication skills
- Readiness to take on responsibility
- Conceptual skills
- Problem solving skills
- Ability to initiate and implement changes
- Environmental awareness
- Future-oriented thinking

Basic idea:

Active engagement with the SDGs and the 5Ps in a café-like environment with a relaxed atmosphere. In small

working groups, further information about the SDGs and 5Ps is conveyed in a fun way. With the help of several topic tables an informal exchange between the participants is stimulated.

Role of the Trainer:

Before the method:

- *Preparation: setting up seating circle and space for small group work with tables / chairs, flipchart paper & pens for writing/drawing ideas, fruit / nuts, water on an extra table, served by „waiters“ (trainers)*
- *Responsibilities of trainers = moderation of the tables, time keepers, friendly waiters*

During the method:

- *At each table, a trainer moderates a given topic*
- *Encouraging participants to write / draw their ideas on (flipchart) paper*
- *Important ideas of the pupils are noted by trainers*
- *Promoting dialogue, not steering it too much, stimulating discussion, asking open questions*

After the method:

- *Presentation of the results by trainer or by participants*

Sequence:

- *Common warm-up (see module intro variations)*

WORLD CAFÉ

- *Presentation of the day's time table and the World Café format*
 - *Quiet relaxing music in the background*
 - *Eating and drinking (healthy food and drinks) is welcomed*
 - *Each table has a different topic (4 topics), topics are presented*
 - *Some tables are „writable tables“ (flipchart paper on the table) on which ideas, thoughts etc. are collected*
 - *There are 4 rounds*
 - *Duration of each round: 10min (participants sit at a table for the entire duration of the round)*
- *Short energizer, e.g. tiger cry*
- *Carrying out of World Café (4 x 10min rounds)*
- *Presentation of the results by a team leader or by a participant*

Variations:

- *In the last round, the table (and topic) is freely selectable because participants are no longer tied to one table, i.e. they can stay as long as they like at a table of their choice.*

Special Feature:

- *Positive practical examples of everyday life: car sharing, the food app „too good to go“, edible city (Andernach), cycling, (free) public transport, using fabric bags, own coffee / tea mug instead of disposable cup, wallet made of tetrapack, food sharing, Ecosia instead of Google, clothing exchange (events), biodegradable hygiene products /*

cleaning agents, do not leave electrical goods on standby, repair cafes, buying regional / local food, clothing circles (digital flea market), transition towns, etc.

Possible topics for World Café:

Positive Practical Examples of the 17 SDGs & 5Ps

When and where does sustainability work? Who knows positive examples in everyday life (culture, lifestyle, work)?

SDG Game Table

Various SDG games are played (SDG memory for example)

„Pimp My School/Community“

Ideas for your school / community

Climate Table

What do you know? (What) do you think that people contribute to global warming? Do you know Greta Thunberg? What do you think about her?

SDG Theory Table

Plenty of material, information and examples of the individual SDGs

Instagram Post

Design an instagram post (text plus picture or video) about the project's contents

Global Table

Topics such as climate change, fair trade, food, infrastructure, global inequalities etc. are discussed

Sustainability Fantasy World

Design your own fantasy land - what kind of society would you like to live in?

Utopia School

Design your own fantasy school / community - what kind of school/community would you like to attend / live in?

Other Children and Youth in the World

How do children and young people live in other countries around the world? What are their hobbies? What is their daily life like? What are their wishes, hopes and dreams?







Praxisbeispiele

- eigenen Klassenraum (Kunstmaler, Musik)
 - Sport (Tischtennis, Fußball)
 - Musiktheater / Musikinstrumente
 - Kunst (Malen, Zeichnen, Plastizieren, Modellieren)
- Veranstaltungen:
- Lesungen, Vorträge, Theateraufführungen
 - Wettbewerbe, Ausstellungen, Musikveranstaltungen
 - Schülerprojekte, Schülerzeitung, Schülerparlament
 - Arbeitsgemeinschaften, Sportvereine

- Auftragsarbeiten (Kunden, Auftraggeber)
- Mit der Klasse arbeiten
- Mithilfe anderer, aber nicht nur
- Zusammenarbeit, Teamarbeit
- Teamgeist
- CSR (Corporate Social Responsibility)
- Verantwortung, Engagement



Make our world GRETA again

- REPARIEREN
- Plastik
- Shampoo
- Butter
- iPhone
- Reparaturkaffe
- Nonnenenergie
- Dynamo, Autoteile, Geräte

- kein
- Auto fahren
- Sondern Fahrrad fahren
- (gleitend Auto)

1. eigene Projekte
2. andere
3. ...



Name of the method: *Theatre 5.0*

Age Group: from 8th grade (13/14 Years)

Group size: max. 25

Duration: 120 min

Location: A big (class)room

Material: *SDG blocks and positions from „Where do you play?“, cell phone with spotify play list, music box, microphone*

Learning goals:

- *Brainstorming and practice phase in small groups:
Stimulate creative and conceptual thinking (SDGs in everyday life), i.e. encourage exchange of experiences, creative adaption and consensus building*
- *Theatre performance:
Inclusion of ALL participants in the theatre scene, i.e. SDGs become visible through (role)-playing, create awareness for SDGs in order to transfer them into everyday activities, understanding and use of theatre basics (volume, pronunciation, improvisation),*
- *Evaluation:
Summary and evaluation of the observed scenes (content and theatre rules), assignment of observed theatre*

Competence development in the following areas:

- *Practise phase in small groups:
Conceptual thinking, teamwork, communication*

skills, creativity, consensus building

- *Theatre Performance:*

Communication skills, creativity, environmental awareness, personal responsibility / group responsibility

- *Evaluation:*

Communication, reflection, judgment

Basic idea:

Awareness for the SDGs is created by participants brainstorming and then transferring individual SDGs to their own everyday lives (school, community, family) in short scenes and still posed pictures (to given topics) that they devise themselves.

Role of the Trainer:

- *In small groups, a trainer leads the discussion about the 3 randomly selected SDGs. The trainer supports dialogue, encourages the participation of all group members and helps them to decide which SDGs to use for the short scene and the still posed picture.*

- *Trainer explains the 3 „W-questions“ (where, what, how) in a theatre scene: 1st person sets the location, 2nd person sets the situation, 3rd person presents a problem, additional people add to the scene, the last person shows a solution*

- *Trainer only plays a supporting role in the scene!*

Sequence:

- Introduction to theatre and explanation of theatre rules
- Warm up
- „**Freeze**“ with 4 defined tasks (1 = voice, 2 = creativity, 3 = physical exercise, 4 = pantomime)
- **“Small Traffic Light”** in a standing circle (topic is one of the 5Ps or free choice)
- **“Large Traffic Light”** in a standing circle (topic is one of the 5Ps or defined by trainer/participants, e.g. planet, fair play, airport, city)
- other possible Theatre WarmUp-Games: **Counting Game, Word Association, „We will rock you“, Hand-Clapping**
- Preparation of theatre scenes
- Split up into smaller groups
- 3 SDGs per group drawn from bag, two of them to be used (one for the scene, one for the still posed picture)
- Brainstorming, thematic discussion of SDGs (max. 10 min)
- Creating a scene (connected to daily life!), using one selected SDG, using the 3 x Ws (see above)
- Creation of a common still posed image related to one selected SDG
- Performance in front of audience
- Shortened scenes (complete scene, and then 30 sec or 10 sec)
- Participants guess (using the speaking ball) which SDG it is
- Presentation of the posed picture, audience guesses the SDG again
- Reflexion
- Which scene(s) impressed you? Why?

- Which participant particularly impressed / surprised you? Why?

Variations:

Other performance options:

- In addition to the SDGs, the participants draw positions from „Where do you play?“ And integrate them into the theatre scene

• **Small Traffic Light:**

Participants are in a standing circle, one goes in the middle and says „I am (a plastic bag) ...“ and takes a theatrical position that describes this and freezes, two other people complete the picture one after another by saying who they are.. „I am (a fish that has died eating the bag)“; one after another, the people from this still image are replaced by others, each new person begins with „I am ...“ and refers to what was said by the predecessor (eg „I am the fisherman who has no fish to catch“), the person who is in the longest (in this example the fish) leaves, taking a person of their choice with them, and both are quickly replaced by new group members; **IMPORTANT:** the replacement happens one at a time, but with speed.

• **Slideshow:**

Participants take a position and freeze (still posed picture), two moderators explain the scene, further scenes follow with still pictures of the participants and are explained by the moderators. Due to the preparation time, moderators know in advance which still images are to be displayed;

IMPORTANT: Moderators must be people who like to talk to an audience!

- **Clapping** (see below, theatre warm ups)

- **Plus/minus scene:**

Participants create one positive and one negative scene – both on the same SDG; it is possible to use the same base story for the positive / negative interpretation or to have 2 totally different stories, one for positive one for negative

- **Telling a story:**

A narrator stands in front of an audience in the middle and begins to tell a story, people are equally distributed on opposite sides (to the right and left of the narrator) and walk from one side to the other side, presenting by pantomime certain ideas and actions, the narrator integrates this flow into his/her story; IMPORTANT: People come onto the stage one after the other in pantomime, the topic of the story must be simple, the narrator must be someone who likes to talk to an audience!

Name of the WarmUp: **Freeze**

Age Group: from 8th grade (13/14 Years)

Group size: max. 25 **Duration:** 10-15min

Location: Classroom

Material: Music box, cell phone with spotify, microphone

Learning goals:

- Warm-up exercises for voice, body and brain
- Concentration
- Body activation through movement
- Loosening-up
- „Breaking the ice“

Competence development in the following areas:

- Encouragement of creativity
- Stimulation of the imagination
- Experiencing & discovering ones self new
- Concentration

Description:

Participants move freely (dancing is encouraged) in the room, music is played. When the trainer claps, music stops and the participants freeze their movement. A trainer explains an action that is always associated with a certain number (1 to 4) and all exercise this certain action together. A clap ends this action, music begins again and all participants move freely about the room. This sequence is repeated until all 4 numbers and actions have been explained. From this point on, the trainer randomly calls out

THEATRE 5.0 - WARMUPS

numbers as participants move about to music.

- *Number 1: jointly yelling out a given and complicated word (e.g. „multifunction device“)*
- *Number 2: a short conversation with your immediate neighbour*
- *Number 3: performance of a physical exercise (e.g. squat jump, press-up)*
- *Number 4: pantomime representation of any activity that the participants fancy (e.g. reading a newspaper, listening to music, playing golf)*

Variations:

- *Linking a feeling, accompanied by appropriate music, to the given movements and actions (e.g. being tired, angry, happy, sad, elated)*
- *Alternative to number 4: pantomime display in a defined setting, e.g. at the airport, at the olympics, in a football stadium...*

Name of the WarmUp: *Small traffic light*

Age Group: *from 8th grade (13/14 Years)*

Group size: *max. 25* **Duration:** *10-15min*

Location: *Classroom*

Material: *Nothing*

Learning goals:

- *Loosening up the class*
- *Promoting awareness*
- *Reducing fears*

- „Icebreaker“

Competence development in the following areas:

- Encouraging creativity
- Stimulation of the imagination
- Concentration

Description:

All participants stand in a circle and one participant goes in the middle of the circle and says „I am ...“ (e.g. „I am a stone“), makes a gesture / movement to accompany what he/she has said and then freezes. Up to two other people can add to the still posed image one after the other and refer to what was said by the first person (e.g. second person: „I am the fly on the stone“, third person: „I am the wing of the fly on the stone“). The participant who has been standing the longest leaves the still posed image and takes another person with him / her. „I am the stone and take the fly with me.“ The person remaining in the still picture now says „I am a wing“ without reference to the previous scene. In the new scene the wing might be of an airplane, and is certainly something altogether different from the first scene. Now two more participants can create a new still posed picture. It is important that the participants add to the picture one after the other, showing respect. In addition, care should be taken by the trainers to ensure that the same active participants are not always in the middle, so that the more reserved ones are also encouraged and motivated to play. More creative participants can help others to find ideas.

Variations:

- *Subject-related (e.g. one of the 5Ps or the 17 SDGs) or subject-free*

Name of the WarmUp: *Large Traffic Light*

Age Group: *from 8th grade (13/14 Years)*

Group size: *max. 25* **Duration:** *10-15min*

Location: *Classroom*

Material: *Nothing*

Learning goals:

- *Loosening up the class*
- *Promoting awareness*
- *Reducing fears*

Competence development in the following areas:

- *Encouraging creativity*
- *Stimulation of the imagination*
- *Concentration*

Description:

The „Large Traffic Light“ is an extension of the „Small Traffic Light“. All participants stand in a circle, one participant goes to the center of the circle and says „I am ...“ (e.g. „I am a tree“), makes a gesture / movement to what he / she has said and freezes. One after another, the participants add „I am...“ to the still picture until all participants belong to

one large still picture, which we call the Large Traffic Light. When all participants are there, a group photo is taken.

Variations:

Subject-related (e.g. one of the 5Ps or the 17 SDGs) or subject-free

Name of the WarmUp: **Counting Game**

Age Group: *from 8th grade (13/14 Years)*

Group size: *max. 25* **Duration:** *10-15min*

Location: *Classroom*

Material: *Nothing*

Learning goals:

- *Breaking of the ice*
- *Voice warm-up*
- *Activation of the body through movement*
- *Concentration*
- *Improved action and reaction*
- *Team work*

Competence development in the following areas:

- *Concentration*
- *Teamwork*

Description:

All participants move around (accompanied by music) in

THEATRE 5.0 - WARMUPS

the classroom and have to count up to a predetermined number (e.g. 15). The numbers must be pronounced by different participants, i.e. one participant says 1 and another participant says 2. The group is not allowed to coordinate who pronounces which number with each other beforehand or during the activity. The numbers have to be said quickly without a big pause in between. If at least two people pronounce the same number at the same time, the group must start counting again. The larger the group, the lower the number which the participants must count to (e.g. with 20 participants, first aim to count to 10).

Variations:

- *Standing / sitting circle*
- *Instead of numbers, use the alphabet*

Name of the WarmUp: **Word Association**

Age Group: *from 8th grade (13/14 Years)*

Group size: *max. 25* **Duration:** *10-15min*

Location: *Classroom*

Material: *Nothing*

Learning goals:

- *„Icebreaker“*
- *Concentration*
- *Respectfulness*
- *Voice warm-up exercise*
- *Loosening up the group*
- *Improved action and reaction*

Competence development in the following areas:

- Encourage creativity and spontaneity
- Stimulation of the imagination
- Concentration

Description:

The participants are in a standing circle. One participant thinks up a freely chosen word, approaches another participant and says the word. The next participant now thinks of a new word, which spontaneously comes to mind from what they have heard and approaches yet another person. More participants follow suit. It should be noted that all participants are involved and there is no right or wrong, because creativity and spontaneity are the aim of game. The words have to be said quickly without a big pause in between. Point out beforehand that the other participants should not comment on what has been said.

Variations:

- Subject-related (e.g. one of the 5Ps or the 17 SDGs) or subject-free

Name of the WarmUp: „We will rock you“

Age Group: from 8th grade (13/14 Years)

Group size: max. 25 **Duration:** 10-15min

Location: Classroom

Material: Nothing

Learning goals:

- „Icebreaker“
- Concentration
- Activation of the body through movement
- Improved action and reaction

Competence development in the following areas:

- Encourage creativity
- Stimulation of the imagination
- Concentration
- Promotion of fine motor skills and a sense of rhythm

Explanation:

All participants in a standing circle clap in tune of the “We will rock you” (Queen) rhythm. The beat is: „thighs (1), thighs (2) hands (3)“ Once everyone is in rhythm, all participants make a short and unique gesture in succession (e.g. showing a heart with fingers, sticking out the tongue, giving a double thumbs up). A trainer begins. Instead of the clapping of hands at 3, he/she inserts his/her own gesture (thighs, thighs, own gesture) and then selects one of the others trainers`gestures on the next clap (thighs, thighs, trainer`s gesture). It is then the turn of the trainer whose gesture was shown. He/she first does his/her own gesture in rhythm (thighs, thighs, own gesture) and then yet another trainer`s gesture (thighs, thighs, another person`s gesture). In the meantime, all the others in the circle keep-up the „thighs (1), thighs (2) hands (3)“ rhythm.

Eventually a trainer includes one of the participants in the same way. If a person makes a mistake, they come to the center of the circle and receive applause from EVERYONE and thus we make fun out of failure. A slow start (with clapping and gestures) is very important as is the use of uncomplicated gestures. The speed of the rhythm increases over time. Trainers make sure that all participants are involved.

Variations:

- *Play the “We will rock you” song by Queen (via Spotify). Due to the speed (much quicker), there is not instant applause in the middle for small errors or delays.*

Name of the WarmUp: **Hand-Clapping**

Age Group: from 8th grade (13/14 Years)

Group size: max. 25 **Duration:** 10-15min

Location: Classroom

Material: Nothing

Learning goals:

- Concentration
- Reduction of fears
- Improvement of action & reaction

Competence development in the following areas:

- Stimulation of the imagination
- Concentration

THEATRE 5.0 - WARMUPS

- *Communication skills*

Description:

Two participants stand in the middle of the standing circle and talk about a topic. Another participant from the standing circle claps. The two participants in the middle freeze in the middle of the movement. The clapping participant takes the exact position of one of the people in the center of the circle and maintains it. The person who leaves the center of the circle claps to start a new dialogue. The newly entered participant starts a new topic, the participant who has been in longer has to get involved in the new conversation and have a positive inclination towards it. The dialogues are short and are always revitalized by the newly arrived people without a big break in between. It is best for two trainers to start the first dialogue.

IMPORTANT: the changes of people in the middle should not be too fast and also not too slow. Class / teammates and trainers can, if necessary, determine people who should go to the center of the circle and can also go to the center themselves

Variations:

- *Subject-related (e.g. one of the 5Ps or the 17 SDGs) or subject-free*







REALITY HURTS 5.0

Name of the Method: *Reality Hurts 5.0*

Age Group: *from 8th grade (13/14 Years)*

Group size: *max. 25*

Duration: *60min*

Location: *Classroom*

Material: *Flipchart paper, coloured markers/pens, sticky-tape, a canvas*

Learning goals:

- *Reflecting and summarizing the workshop days*
- *Brainstorming a collection of (practical) activities for class, school and community*
- *Discussing the 5Ps and 17 SDGs in small groups*
- *Transfer from theory (ideas) into plans for concrete action*

Competence development in the following areas:

- *Reflection, communication skills*
- *Problem solving skills, logical thinking, creativity*
- *Responsibility for sustainability, environmental awareness*

Basic idea:

Participants develop their own ideas, in small groups, for concrete possible activities for a sustainable class / school / community. Their suggestions are written down on flip-chart paper and then presented to the other participants. All ideas from all groups are placed on the floor in the middle of a seated circle of participants. A team member,

surprising everyone, destroys the papers (by ripping them up). The tearing-up of the written down ideas symbolises „merciless reality“. It shocks the participants and represents (unexpected) obstacles that often prevent an idea from actually happening. After explaining this, the trainers leave the room. The participants organize themselves and summarize what they collectively deem to be the most important thoughts and activities on a canvas. The canvas with its goals (sustainably) remains in the classroom, where it is hung up on a wall as a constant reminder and motivator.

Role of the Trainer:

During brainstorming:

- *Trainers support/moderate small groups in collecting activities / ideas*
- *Questions/instructions for participants:*
 - *What is important for your class / school/ community?*
 - *What concrete ideas do you have regarding sustainability for your class / school / community?*

Presentation of group ideas:

A trainer can interview presenters. In some cases the trainer presents the group's ideas

After presentation (in discussion):

- 1-2 teamers symbolize the “merciless” reality by destroying the collection of ideas
- One trainer leads discussion and explains why we did what we did

After destruction of group papers:

- Why did we do that (destruction)?
- What can you do to actually implement the activities?
- Now you have the task to agree on ideas in concrete terms and record them on your canvas.

Sequence:

- Division of participants into small groups (according to the 5Ps)
- Small group work: collection of ideas / activities (in relation to class, school and community)
- If participants do not have many ideas, trainers are ready to motivate them to get creative
- 2 rounds: 1st round, participants stay in their small groups and brainstorm about activities (20min); 2nd round, participants can go to any small group they choose (10min)

Examples of activities:

- **People:** common activities in an old people’s home, no place for racism in our class / school / community
- **Prosperity:** a school café, the food app too good to go,

we want to help each other with homework

- **Planet:** *riding a bike to school, don't leave devices on standby, green classroom (more plants)*
- **Peace:** *pay attention to language we use, praise instead of criticism, no bullying in our class!*

- *Joint presentation of ideas/ activities of the groups („exhibition“)*
- *Flipchart papers from groups are laid together in the middle of seated circle*
- *Discussion of and „destruction“ of the collected ideas, by 1-2 trainers*
- *Background: „Destruction“ of the ideas by a „merciless“ reality. Followed by getting down to the most essential ideas and committing oneself to achievable common goals*
- *Discussion questions / instructions (see above)*
- *Joint recording of the ideas / goals / activities in the wording of the class on a canvas. The class decides what goes on the canvas and who should write / draw / record the ideas.*

IMPORTANT: Trainers and teacher(s) should not be in the room for this part

Special Feature:

- *Awareness of the „obstacles“ that stand in the way of making ideas come to fruition*
- *Surprising and shocking (Aha!) effect for the participants created by the tearing up of their ideas by a trainer (who they trust)*





Name of the method: **Circle of Love**

Age Group: from 8th grade (13/14 Years)

Group size: max. 25 **Duration:** max. 30min

Location: Classroom

Material: 2 Fairtrade-Balls, special colourful ball-signing pens/markers, cell-phone connected to loudspeaker for music (via spotify for example)

Sequence:

- Brief review of the 2 workshop days, e.g:Exhibition of photos taken, game „Welcome Diversity“ using positive statements about the workshop days
- Standing all-together in a circle, eyes closed with one hand on the back heart of each of your neighbours and breathing together as a group, led by a trainer with positive and reassuring words of strength
- Short feedback (all participants and trainers). “How were the 2 days?” Each person answers in one sentence using the speaking-ball: „What will you take with you?”
- All participants sign the fairtrade ball. After this they come together with all hands in the middle in a circle and shout: „Ein Ball, Eine Welt“ and then they throw their bibs in the air. The project ends with a group photo.

Special feature:

SoF's core philosophy is based on the values of teamwork, respect and diversity. Participants are encouraged to stand up for these values and for sustainability. Signing their names on The Ball is like entering into a FairPlay contract.



PLANET



PLANET



ESD Competencies

The core competencies to be promoted through „Education for Sustainable Development (ESD)“ and „global learning“ include the categories „Recognize“, „Evaluate“ and „Act“.

Recognize: By analyzing global change, students can identify globalization and developmental processes using the model of sustainable development. In doing so, they can analyze the simultaneity of hunger on the one hand and prosperity on the other hand and describe their important features. And they can relate these trends to other global changes and developments based on their own life experience.

Complex societal narratives are simplified in the workshops and worked out by participants on an individual as well as a more global level. This includes, for example, that they can name factors for the persistence of millions of people worldwide living in hunger and malnutrition, and can assign them to their own local / national framework on the one hand and international factors on the other.

Assess: Through critical reflection and from expert opinion, the pupils form a simplified position on globalization and development issues that is guided by human rights and fair play. They can critically comment on the persistence of inequalities in the world with reference to human rights and the fair play rules. The pupils can also critically question political measures.

Act: Through participation and co-conception, pupils are capable and mature enough to pursue their own goals and reach their own decisions regarding the sustainable development goals, as well as to participate in the im-

plementation of the SDGs on a social and political level. This can take place at school, in private or in professional fields. They can express their level of willingness to make meaningful political demands on key actors. They can reflect on their own consumption behavior (e.g. meat consumption, energy consumption, materialism) with regard to their global impact and develop more sustainable forms of consumption. For example they might decide to ride their bikes to school rather than drive or be driven in a car.

Further information here:

<https://www.bne-portal.de/en>

Examples of individual SDGs with current figures

SDG 1: In 2015, 736 million people were living in extreme poverty, including 413 million in sub-Saharan Africa.

SDG 2: 821 million people were malnourished in 2017, compared to 784 million in 2015.

SDG 4: 617 million children and adolescents do not have a minimum knowledge of reading and arithmetic; more than half of all schools in sub-Saharan Africa do not have access to drinking water, hand washing facilities, the internet or computers.

SDG 6: By 2030, 700 million people could be displaced by acute water shortages.

SDG 12: The global material footprint is growing faster than the population and economic output.

Explanation: The human material footprint must become smaller worldwide. The “material footprint” denotes the amount of raw materials extracted from the earth that are used to meet the material demand of mankind. It is a measure of the stress that the environment is exposed to, so that the world economy continues to grow and the material needs of people are met. The global material footprint has increased from 43 billion tons (1990) to 54 billion (2000) and up to 92 billion (2017) – a 70 percent increase since 2000 and 113 percent since 1990. Since 2000, the depletion of natural resources has accelerated. Without concerted political measures, the material footprint will probably rise to 190 billion tons by 2060. In addition, the material footprint is growing at a faster rate than both the population and economic output. Globally, the growth of the material footprint has not decoupled from either population or GDP growth. Lifestyle in the richest countries is

largely based on resources acquired from poorer countries.

SDG 13: *The concentration of CO₂ in the air was already 146% of the pre-industrial level in 2017. In order to limit global warming to 1.5 ° C, global CO₂ emissions must decrease to 55% of the 2010 level by 2030 and continue to fall sharply until reaching CO₂ neutrality in 2050.*

Consequences of climate change: climate-related and geophysical disasters claimed around 1.3 million human lives between 1998 and 2017

SDG 15: *Red List Index: species loss is accelerating. The risk of species extinction has increased by almost 10% in the past 25 years.*

Principle of „leaving no one behind“: almost half of the world’s extremely poor are children under the age of 14.

Quelle:

Ziele für nachhaltige Entwicklung - UN-Bericht 2019, Veröffentlichung der Vereinten Nationen, herausgegeben von der Hauptabteilung Wirtschaftliche und Soziale Angelegenheiten (DESA)

Tips for the implementation of the methods

- *The person responsible (team leader) for the workshop assigns the respective trainers (up to 4 in total) to lead given methods. This is done based on the strengths of the respective trainers.*
- *The same trainer-team should carry out both the first and the second workshop day.*
- *Target group-specific implementation of the methods is*

TIPS FOR IMPLEMENTATION

to be observed, i.e. link the methods with the living environment and the interests of the target group.

- *During implementation a balance between activation (fun) and concentration (knowledge transfer) is important.*
- *Targeted use of warm-ups and energizers is about determining when a warm-up or an energizer is needed in preparation for a method or during a method.*
- *Personal examples from the trainers build trust, enable the target group to connect with the topic of sustainability and at the same time loosen the atmosphere.*
- *It is important that participants feel that they can express criticism. This is best dealt with immediately, otherwise noted and addressed at a later time.*
- *Trainers learn to endure or even induce moments of silence and calm or just moments when the participants are inactive.*
- *With certain methods (e.g. Theatre 5.0, Reality Hurts 5.0), trainers need to exercise restraint. That means withdrawing/reducing their own input and leaving space to allow participants to be creative.*
- *In the „Where do you play?“ module, comments from other participants are not welcome, when it comes to one's own self-assessment. It is important to sensitize participants to the acceptance of the individual opinions expressed by others.*

SoF's methodological fundament in terms of the expressing of appreciation:

- *Spirit of Football expresses appreciation and praise through various applauses, which are intrpduced by the trainers*
- *Baby applause: just clap your little finger*
- *Self applause: everyone claps themselves on the shoulders, right hand on left shoulder and left hand on right shoulder*
- *Big applause: move arms as far apart as possible, then let hands clap loudly together*
- *Other kinds of applause that the participants create themselves*
- *To gain the attention of participants, SoF uses a clapping rhythm in which one trainer claps the first rythym and the participants then clap the second (different) rhythm.*
- *Both the clapping rhythms and the various applauses are repeated as rituals throughout the 2-workshop days.*

Checklist Team Leader

Location:

Date:

Beginning and end of the workshop:

Teacher:

Team leader:

Trainers:

Consultation with teacher/social worker

Class grade:

Number of participants:

Age:

Gender:

About the class:

- *Special kids (abnormalities, restrictions, etc.)*
- *New classes? Are they familiar with each other? Conflicts? Etc.*
- *Are there many kids who play football regularly (in clubs)?*
- *Background (right-wing tendencies, migration background, etc.)?*
- *Why are you interested in participating in the project with this group at this time?*
- *Previous discussion of sustainability (previous knowledge or interest)?*
- *Photo permission? Yes / No*

Additional information:

- *Parking at the school?*
- *Access to gymnasium for football or the theatre room?*
- *Breaks?*
- *Snacks, lunch (meals), tea / coffee / drinks for participants and trainers*
-
-

CHECKLIST

Preparation for the team

Preparatory meeting with the trainer team:

Who does what and when (task distribution amongst trainers):

- *Transport and accommodation: book train tickets / car sharing & accommodation (when necessary)*
- *Define who checks and packs the material? (sustainability, sport and technical equipment)*
- *Technical equipment: camera, music box, cables, cable drum, multi plug, projector, laptop etc.)*
-
-
-

Required materials (check materials in good time in case extra material needs to be ordered):

Carrying out

Create time (match) plan and distribute tasks to trainers:

-
-
-
-
-
-
-
-

Follow-up procedures

Feedback session with teacher / social worker „How did you find the training?“

Feedback session with trainers

Record special occurrences

Report feedback / information after the project to the project manager

MATERIAL LIST

Material overview for the 2 workshop days of Fair-Play Future

Technical Equipment

- *Mobile phone with music (bluetooth) and charger*
- *Projector with cable*
- *Laptop with powerpoint intros (day 1 and day 2) and charger*
- *Cable drum and multi-plug*
- *Microphone*
- *Music box with charging cable*
- *HDMI cable*

Intro

- *Laminated overview of the SDGs in A4*
- *17 SDG wooden blocks*

Method: FairPlay-Fußball

- *Laminated FairPlay rules*
- *Football bibs*
- *Training cones*
- *Futsal balls (at least 2)*
- *The FairTrade Project Ball signed by Jürgen Klopp and all project participants)*
- *Portable football goals or corner flag poles and bases*
- *Whistles (one for each trainer)*
- *One ballpump*

- *Overview of the handicap scenarios and game schedule (who plays against whom)*

Method: Where do you play?

- *5 laminated playing fields*
- *5 laminated character trait overview cards*
- *2 non-permanent pens (4 different colours)*
- *8 character trait position cards for placement in room*
- *Masking tape*
- *Sticky tape*

Method: World Café

- *Flipchart paper*
- *Pens and / or markers*
- *Game table (World View Memory, Challenge Accepted - game about the UN Global Goals, and SDG memory)*
- *Practical example table (cloth bags, plastic box, wax paper, mobile phone, screwdriver etc.)*
- *Climate table (The Climate Book, with the topics: world map of change, the climate, green cities and mobility, 10 points towards more climate protection, climate protection starts at home, sustainable consumption)*
- *SDG table (Agenda 2030 - 17 goals for our world)*
- *Other topic tables; e.g: Insta-Table (participants create an Instagram post about the project)*

MATERIAL LIST

Method: Theatre 5.0

- *5 x 8 position cards from „Where do you play?*
- *4 SDG postcards*

Method: Reality Hurts 5.0

- *One canvas*

Giveaways

- *Stickers*
- *Button badges*
- *One Fairtrade-Ball for the class*



PEOPLE



PEOPLE



ACKNOWLEDGEMENTS

Spirit of Football would like to thank everyone who helped make this special project happen. Above all, we would like to thank Josef Ahlke from RENN.Mitte, who had the idea to commission us at „Spirit“ to be a part of the larger concept “Timetable Future”, and Katrin Nolting, who was always there to help with all of our many administrative questions. We would also like to thank the other members of RENN.Mitte - Berlin21, Brandenburg 21, CivixX in Leipzig and the Network Future Sachsen-Anhalt for their commitment, especially Pia Paustlassen, Franziska Schulz, Anna Stockmar, Tanja Weisse, Katja Neugebauer, Linn Kaldinski from Berlin, as well as Susann Deloch and Paul Plöbner from Naumburg. We would like to thank Andi Schulze for his inspirational help with the development and expansion of the pedagogical methods, especially with respect to sustainability, and our own wonderful team at Spirit of Football e.V. for taking these new methods on board and for their energetic implementation of them. Thank you, dear Anne Keßling, for painstakingly recording the content of this handbook, as well as Marlen Mahrle and Sebastian Bartl for their graphic design expertise and creativity.

Andrew Aris and Ulrike Enders
Project Managers

Publisher:

Spirit of Football e.V. in collaboration with Andreas Schulze
In cooperation with: RENN.mitte, Funded by the BMZ



RENN.mitte
Regionale Netzstellen
Nachhaltigkeitsstrategien



Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung



WE

MUST

ACT

NOW

?



INHALTSVERZEICHNIS

- * **Das Projekt / Seite 1 – 2**
- * **Die 5 PS und die 5 Fairplayregeln / Seite 6 – 7**
- * **Die 17 SDGs / Seite 10 – 13**
- * **Die Workshops / Seite 16 – 17**
- * **1. Workshoptag / Seite 20 – 59**
 - * **Intro Tag 1 / Seite 20 – 29**
 - * **Pause**
 - * **FairPlay-Fußball / Seite 30 – 49**
 - * **Mittagspause**
 - * **Wo spielst du? / Seite 50 – 59**
- * **2. Workshoptag / Seite 64 – 99**
 - * **Intro Tag 2 / Seite 64 – 65**
 - * **Worldcafé / Seite 66 – 73**
 - * **Pause**
 - * **Theater 5.0 / Seite 74 – 91**
 - * **Mittagspause**
 - * **Eisscholle 5.0 / Seite 92 – 97**
 - * **Circle of Love / Seite 98 – 99**

- * ***Kompetenzen / Seite 102 – 103***
- * ***Aktuelle Zahlen / Seite 104 – 105***
- * ***Tipps zur Durchführung / Seite 105 – 106***
- * ***Wertschätzung - Methodik / Seite 107***
- * ***Checkliste / Seite 108 – 111***
- * ***Materialliste / Seite 112 – 114***
- * ***Bildungsmaterialien / Seite 112 – 114***