



HANDBOOK – ONE BALL, ONE WORLD  
**FOOTBALL //**  
**FOR CLIMATE ACTION**





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## 1. INTRODUCTION

**Spirit of Football e.V. (SoF)** conducts workshops in the educational project **One Ball, One World - Football for Climate Action** to make people aware of the existing and real dangers of climate change and to showcase existing climate protection measures in football and beyond. Above all, it is about inspiring young people in schools and elsewhere and supporting them in developing concrete, locally relevant strategies for climate protection. This happens through participative, team-oriented and creative methods that emphasize the joy of working together.

The linking of the complex topic of climate change with football, which inspires many people worldwide, offers the opportunity to convey the topic in a more tangible way. It allows people to relate to it personally, emotionally and locally. This reference increases acceptance and thus also the probability of more climate-friendly behavior and structural changes.

The following considerations play a role in the SoF workshops:

- What are the 17 sustainability goals (SDGs - Sustainable Development Goals)?
- Which global contexts are related to one's own everyday life?
- Which measures with a positive influence on fellow human beings and the environment are possible both on an individual and on a collective level?
- What are the challenges facing us and how can they be overcome together?
- How can I build a personal connection to climate change by linking it to football and other things I am passionate about?
- How can I inform myself about individual and collective climate protection measures as part of a meaningful and effective action group in society?

### STRUCTURE OF THE METHODS:

This catalog is a colorful collection of methods for people who want to acquire knowledge, network with others and take action in order to help positively shape the world. It is intended as both to support and as a common thread for educators (hereinafter referred to as **The-Team**) and all people who want to deal actively with the topic of sustainability in the context of sport, exercise and fun in their communities. No or little previous knowledge is required on the part of the participants (in the following referred to as **The Participants**). Keywords and phrases are: sustainability, gender equality, football, community, shaping society, networking, fun-through-action.

The structure of these methods is designed to be as simple as possible. In the upper area of the description of a method there is general information on group size, age of the participants, duration of the method and required materials. Furthermore, there is a rough overview of the goal and content of the method and tips for the team during implementation. The preceding match plan is a suggestion for a 2-day workshop outline and consists of a total of 8 methods spread over 2 days. In a 2-day workshop in a school or a club setting, it is desired to work with the participants for around 4 - 6 hours each day. The match plan can however be customized. Depending on your wishes and the possibilities on site, the methods can be extended, shortened, exchanged or completely recombined.

**TIP:**

Free download via [www.spirit-of-football.de](http://www.spirit-of-football.de) or [www.theball.tv/2022](http://www.theball.tv/2022).



or



The catalog is in constant development, comments, tips and exchange of ideas are welcome. Contact: [info@spiritoffootball.de](mailto:info@spiritoffootball.de)

## 2. POSSIBLE GAME-PLAN

### DAY 1

09:00 to 09:45

**SDG-INTRO-GAME**

**INTRODUCTION:**

In One Ball, One World

10:00 to 12:00

**FAIRPLAY FOOTBALL**

Lunch break

12:30 to 14:15

**FOOTBALL UNDER THE MICROSCOPE:**

30 min **MY GAME DAY**

45 min **FLOODLIGHTS ON!**

30 min **MAKE A PLEDGE**

Further methods are explained in chapter **4. Further Methods and Variations**. They can be used individually, combined and/or adapted to your own wishes and requirements.

### DAY 2

09:00 to 09:45

**SDG THEATER** or

**FACT-FINDING TOUR**

10:00 to 12:00

**WORLD CAFÉ** at themed tables

Lunch break

12:30 to 14:00

**OPEN SPACE:** developing concrete ideas

14:00 to 14:15

**CONCLUSION & Feedback**



### 3. METHODS // WORKSHOP DAY 1

#### METHOD:

#### SDG-INTRO-GAME

#### GROUP SIZE

10-25 People

#### AGE

12 years and older

#### DURATION

10-15min

#### MATERIAL & PREPARATION

- SDG-Ball
- Room for a circle with all participants without tables

#### LEARNING GOALS

- Warming-up the group
- Names of participants
- Getting to know the SDGs

#### CORE IDEAS

This method is a low-threshold introductory game. The participants get to know each other, the ball and the SDGs. They establish a personal relationship with the SDGs through their own everyday experiences.

#### INFO FOR THE TEAM

Check the level of knowledge of the participants in relation to the SDGs. One or two team members support the participants by first providing an SDG example from their own everyday lives.

#### SEQUENCE

1. Introduction of The Team and greeting of The Participants
2. The Participants stand in a circle with The Team. The SDGs are briefly presented as 17 global sustainability goals that have been developed worldwide and are to be implemented by all countries in the future. Each colored hexagon on the ball represents one of the 17 goals. The task is explained. It's about thinking about what a given goal might have to do with each person in the room. For a better understanding, one person from the team starts and gives a personal example.
3. The SDG Ball is thrown from one person to the next. As soon as a person gets the ball, he/she looks at the ball and reads the SDG that first comes into view. The person spontaneously tells the group what first comes to mind. This can be your own experience, experiences from friends and family or things you have heard about in the media. Then the ball is thrown to the next person until everyone has had a turn.

#### SUBSEQUENTLY

The group can reflect on what everyone has come up with. Ideally, the participants notice how much the SDGs have to do with each individual person and with one another. Even if there are big generic terms that are formulated in the goals, they can be transferred to everyday life in very different and individual ways with the use of simple examples.





## METHOD

## INTRODUCTION

One Ball, One World explained

## GROUP SIZE

10-25 people

## AGE

12 years and over

## DURATION

30min

## MATERIAL &amp; PREPARATION

- Power Point Presentation
- Room with projector

## LEARNING GOALS

- Project is explained and understood
- Background knowledge about the 17 SDGs, the sustainability triangle, climate change and its everyday relevance

## CORE IDEAS

Spirit of Football and the "One Ball, One World" project are presented to the participants and the relationship to the 3 most important SDGs for the project (5 = Gender Equality, 10 = Reduced Inequalities, 13 = Climate Action) is explained. The participants get an overview of some important aspects of climate change, sustainability, global connectivity and the relation to their own everyday lives.

## INFO FOR THE TEAM

Check the level of knowledge of the participants in regards to the SDGs, aim to close knowledge gaps (see glossary) where possible. The presentation can be adapted for local specifics.

## SEQUENCE

1. The Participants take part (actively) in the presentation together. It is commented on by the team. The PowerPoint contains the following points:

- Introduction of the project „One Ball, One World“
- Video The Ball 2014 – one ball’s journey around the world
- Video “How are the SDG Balls made?”
- Question: What is the significance of SDGs 5, 10 & 13?
- Introduction to climate change, sustainability triangle, SDGs
- Life stories and statements collected from people affected by and/or taking action on climate change
- Examples of local and global climate action (best practice)
- Presentation of global networks
- Motivational statements by supporters like Katie Rood, Jurgen Klopp and others
- Climate justice (e.g. International Indigenous Forum on Biodiversity in Kenya in June 2022)

## SUBSEQUENTLY

Questions can be asked.



## METHOD

## FAIRPLAY FOOTBALL

## GROUP SIZE

12-25 people

## AGE

10 years and older

## DURATION

60-120min

## MATERIAL &amp; PREPARATION

- Cones, Bibs, Balls, Whistles
- Template „Handicap-List“
- Game field, goals, loud speaker and music: See SOF's spotify playlist : [Link SoF Playlist](#) ▶



## LEARNING GOALS

- Working with FairPlay-Rules
- Inclusion of ALL participants (= Teamwork)
- Respectful communication culture
- Dealing with the SDGs by showing the consequences (handicaps)

## CORE IDEAS

In FairPlay Football, 6 FairPlay rules form the basis for playing football together. A key ingredient is the stop-ball rule. The player in possession of the ball stops the ball with the sole of their foot, has 3 seconds to orientate themselves and then passes the ball on. The player must not be attacked in this time and has a safe (1.5 meter „Corona“) bubble.

After at least two rounds of play, in which each team must have played at least once, the game is influenced by pre-defined handicaps. This means that the participants are exposed to various difficulties and experiences of exclusion due to imaginary scenarios (handicaps = social injustice, climate change). The influence of external circumstances on one's own life is made clear.

## INFO FOR THE TEAM

- Check the participants' level of knowledge of the SDGs, close knowledge gaps
- Pay attention to the connection to the SDGs with the creation of a team name and slogan
- Pay attention to gender balance
- The moderator is also the referee (this person has the "handicap list")
- Encourage and take part in goal celebrations!
- Encourage The Participants to change positions in their own team during matches
- Active participation and exaggeratedly clear FairPlay
- FairPlay rules: slow speed, NO dribbling, no tricks, stop-ball rule, ball stays on the ground, all participants integrated, communicate and praise, high 5s, low 5s, have fun together
- Accompanying music for warm-up & game: SoF playlist on Spotify can used

In the feedback rounds (after each round of matches):

- Seated circle, Use talk-ball: person with the ball talks, the others listen; Moderator: moderates rounds of reflection
- The moderator should contribute own observations to the reflection



- The Participants should not name anyone directly (rather “I have observed that...”)

## SEQUENCE

### A) BEFORE THE GAMES BEGIN

1. Warm-up together (jogging, stretching), accompanied by music
2. Introductory words and introduction to the FairPlay Rules of the Game
3. Answers to questions about FairPlay-Football und the rules of the game
4. Teams of 4-8 Personen (depending on size of group & number of teams) are decided on by The Team.
5. The Team of educators join teams (1 per team) and matches
6. The moderator and referee are introduced
7. Each team comes up with a team name, a goal celebration choreography and a motivating and fair team chant
8. Presentation of the team name, choreography and chant - presentations are honoured with applause
9. Selection of two teams for the first game, the other teams cheer as fans from the sidelines, observe the game with regard to compliance with FairPlay rules and are free to comment on the game or accompany the game musically as a DJ
10. Teams run out to the “Champions League Anthem” and are celebrated by fans
11. Both teams shake-hands with honesty and eye-contact before kick-off
12. Kick-off is decided by playing rock-paper-scissors
13. The games begin with the blowing of the whistle by a referee

### B) DURING THE GAMES

1. The games are accompanied by motivating music  
([Link SoF Playlist](#)) ▶ 
2. Scored goals are celebrated by all The Participants from both teams together
3. The game is ended by the referees whistle after the time has run out (5 to 10 minute matches), shaking hands with eye contact follows this.

### C) INTERIM-FEEDBACK (after each team has played):

1. Short reflection sessions after each round of games has been played.
2. Together in a seated circle using the speaking ball, it is agreed upon what what needs to be improved upon in further games.
3. **IMPORTANT:** Moderators tell The Participants that something will change in the next few rounds: When the music stops playing, all participants must freeze. Moderators will give instructions and describe situations (see handicaps list) that affect the course of the game

### FINAL FEEDBACK (Seated Circle)



1. Final round of reflection on the handicaps. What were the handicaps? How was the changed game situation perceived?
2. Brief summary of the session in one sentence. Finish with all hands together in the middle of a circle, calling out „One Ball, One World“ in unison and throwing bibs in the air.

## METHOD

### MY GAME DAY

#### GROUP SIZE

5-25 people

#### AGE

12 years and older

#### DURATION

30min

#### MATERIAL & PREPARATION

- Worksheet: MY GAME DAY
- Table groups with 3-5 people at each

#### LERNZIELE

- The Participants can make a connection between climate change and their own lives
- Understanding that climate change affects all areas of daily life – including football
- Recognizing that the weather influences our behavior
- Motivate The Participants to think about sustainable and unsustainable in football and beyond

## CORE IDEAS

Together we take a close look at our personal game day/event day. The focus is on individual decisions on the topics of transport, clothing, eating, drinking and other consumption on this specific day. For most of us, this is part of everyday life that is not given much thought. In addition, The Participants consider what influence the weather has on their decisions.

## INFO FOR THE TEAM

If it is not relevant for a participant in a football or sports context, any event can be used as an example. For example, a visit to the cinema, concert, theatre, art exhibition, school or even your work day. The Team should have a few local/national and international examples where an event was affected by the weather: canceled matches, events, festivals due to thunderstorms or similar e.g.: the English football club Carlisle United could not play in their own stadium for 7 weeks in the 2015/16 season because the field was flooded.

## SEQUENCE

1. The Participants are divided into small groups of 3-6 people in each at tables. Game-day worksheets are distributed. With the help of the worksheets, The Participants take a look at their individual game-day experience. They can exchange ideas with each other.



The worksheet contains a timeline. The Participants should first think about and record a 'normal' game or event day in as much detail as possible: from the alarm clock ringing, the event itself, through to going to bed at night.

The focus is on the following topics:

- A) **Transport** to the event = How do The Participants travel, how do they get around during their game-day?
- B) **Clothing**. What kind of clothing will The Participants wear for game-day? Is this different to a normal day? How often do they wear these items?
- C) **Eating, drinking and other consumption** = What do they drink and eat on game-day? What do the participants buy on the way to the event location and what do they buy on site? What do they bring with them? What is the food and drink they purchase handed out in (reusable or disposable tableware)?
- D) **Rituals** or superstitions (especially relevant for sports fans) = How do The Participants prepare for game-day (e.g. get up with the left foot first, drink coffee from a special cup, ...)? Is there something they do before every game or event?
- E) **Communication** = How do The Participants inform themselves out about the ,match/ event? And from which channels: radio, newspaper, podcasts, social media? Who are they attending with? How do they communicate on game-day?

**2. Presentation in small groups:** The participants have time to briefly present their game/event day to their group and to discuss differences and similarities. Which elements, behaviours or routines are more sustainable than others? Is it that 'easy' to determine this? Which factors make more sustainable behavior and sustainable consumption easier to undertake?

**3. Extreme weather conditions:** The Participants, in small groups, examine their game-day being affected by extreme weather scenarios (e.g. the hottest day and/or the rainiest day of the year). They share ideas about how the game-day/event and their behavior would change.

Would their choice of travel mode, clothes worn, food or drink consumed change?

Would they still go to the event even though it's the hottest/rainiest day of the year?

**4. Summation of key findings:** In the small groups, their discussion is summarized briefly. Then they share their thoughts with the rest of the group..

## SUBSEQUENTLY

### Questions for reflection in the whole group:

Can anyone think of real-life examples where extreme weather conditions have affected a game, tournament or another event?

Do you have any ideas on how (sporting) events can be protected from such weather-related influences, or can be made more sustainable and climate-conscious?





## METHOD

**FLOODLIGHTS ON!****GROUP SIZE**

9-24 people

**AGE**

12 years and older

**DURATION**

45 - 60min

**MATERIAL & PREPARATION**

- Fact sheets & images
- When possible real objects instead of picture examples
- Group tables for 3-8 people per table

**LEARNING GOALS**

- Get to know climate facts
- Get to know and rethink sustainable and non-sustainable activities in football and beyond
- Participants are supported in establishing a connection to their personal everyday life
- Environmental protection is a societal task, in whichever person or group of people (e.g. club, class, team) can make a contribution
- There are both individual and societal solutions

**CORE IDEAS**

In the **MY GAMEDAY** method, The Participants were able to work out how climate and extreme weather influences the day of the game or an event. Now the perspective is changed. The focus is on the influence of one's own game-day/event experience on the environment. Climate facts are highlighted. In this method, there are 3 overarching themes: mobility, clothing, eating and drinking. Tangible examples from everyday life that are interconnected to climate change are showcased. Touchable examples of best practice from the world of football (a fairly made football shirt, for example) are laid out on the tables. Supported by impulses from team members, The Participants critically deal with climate change using real world football examples and are motivated to make the connection to their local (football) context and to everyday life.

**INFO FOR THE TEAM**

Up to 8 people per theme table can work well with a focused group. Otherwise it makes sense to set up one or more tables twice or to offer a fourth topic. It is important not to directly assign any blame to individuals. It is important to deal sensitively with the emotions of The Participants and to be ready to intercept strong reactions and put them in context. It is more about societal tasks and responsibilities and ideas for possible courses of action. Critical self-reflection needs to be encouraged, which in turn motivates the development of concrete ideas for both individual as well as group action. During the breaks, The Participants can be invited to visit the other tables and investigate the materials found there.



## PREPARATION OF TOPIC TABLES

### Mobility Table:

- Fact Sheet Mobility
- Examples
  - Car key
  - Bike helmet
  - Game ticket, including the free use of public transport
  - Airplane ticket
  - EURO 2020 in 11 countries
  - Birmingham FA carpooling app
  - 2021 UEFA Champions League Final (2 English Clubs, had to play in Portugal, about 60,000 English fans made the journey)

### Clothing Table:

- Fact Sheet Clothing
- Examples
  - St Pauli Di!Y (Germany)
  - Brentford (using the same home shirt for 2 seasons in Premier League)
  - Napoli (13 2021/22 shirts)
  - Game day scarf (half/half only good for one specific game day)
  - Special one-off shirts
  - Fair produced footballs
  - Example of cotton on a branch
  - Jeans
  - Second-hand shop
  - Fair fashion label

### Food, Drink and other Consumption Table:

- Fact Sheet Food & Drink
- Examples
  - Reuseable cups
  - Reusable water bottles
  - To-Go coffee cups
  - Tupperware
  - Beeswax wrap (instead of plastic wrap)
  - Stadium menus
    - Forest Green Rovers (all vegan), UK
    - Vermont Green FC, USA
    - Traditional game menu (meat heavy)



## SEQUENCE

1. The Participants are divided into small groups of between 3 and 8 people. In the first 10 minutes, they can take a close look at everything on the table. At first, only the items/example images are on display. One team member per table guides the participants and encourages them to look at and touch the materials on display. The participants should find out what they have to do with their game day experience. They share their thoughts about this and take notes if desired. The Participants are asked and encouraged to talk about what they already know about the environmental impact of the topic at the table. Exchange within the group is supported by the team.

2 In the next 10 minutes information on climate change will discussed. With the help of a fact sheet, the participants can get to know the most important facts about the environmental impact of the respective topic. If possible, these facts should be linked back to football. Participants read out one fact in turn and start discussing it at the table. Possible questions from the team:

- A) Did you already know that fact?
- B) What surprised you the most about it?
- C) Which fact do you find most interesting and why?

3. The next 5 minutes are about sustainable solutions and the thoughts of the participants. The group is encouraged to talk about opportunities, initiatives and attempts to become more sustainable that they know of from their (football) environment. These can be small or larger projects, campaigns, concepts and implemented climate protection measures or ideas. Possible questions from the team on the subject of \*mobility:

- A) How can we travel to games?
- B) What are eco-friendly ways to travel?
- C) Why is it sometimes difficult to travel eco-friendly?

4. The next 5 minutes are for talking about best practice examples and sustainable solutions. There is an opportunity to present and discuss these good and less good examples, as well as solutions. Using these descriptive materials participants can present and talk about inspiring and effective initiatives. The sample photos can be used here. In addition, there should be room for critical discussion. A possible topic would be greenwashing in connection with the game day experience and beyond and possible solutions/ideas to identify and counter it.

## SUBSEQUENTLY

In 10-15 minutes, all of the small groups present their topic to the whole group.

The following areas would be possible presentaiton points to cover:

- A) The industry and its importance to football and climate change
- B) What objects were on the table
- C) The most interesting fact(s)
- D) Some positive examples of green initiatives
- E) Who is responsible for making this industry more sustainable?
- F) What can we do both individually and as a group to contribute?



## METHOD

## MAKE A PLEDGE

**GROUP SIZE**

5-25 Personen

**AGE**

12 years or older

**DURATION**

30min

**MATERIAL & PREPARATION**

- Work sheet: 21-Day Challenge
- Example- & Pledge-Cards
- Slides: Pledgeball presentation with examples (ppp)

**LEARNING GOALS**

- Participants can better understand the influence of human behavior on the climate
- Each of us faces similar challenges in changing behavior
- Realization that you are already engaged in some form of environmental sustainability (unconsciously) or could easily do it
- Dealing with personal, practical and structural obstacles related to sustainability
- Recognizing that decisions made by a larger group of people have a major impact on the climate

**CORE IDEAS**

The Example & Pledge Cards (Climate Pledges) contain concrete ideas on how we can behave more environmentally friendly on an individual level and as a group. They contain real examples of sustainable behavior and commitments from people and organizations across the world that were met as part of the project. This resource creates conversations about climate protection measures that each individual may or may not currently implement. We will also talk about how we can motivate and empower ourselves to tackle changes on an individual and collective level.

**INFO FOR THE TEAM**

Pledgeball is a non-profit organization from England and project partner of One Ball, One World. It uses the characteristics of football to bring football enthusiasts together and to deal with environmental protection. Pledgeball encourages people to voluntarily choose specific, environmentally friendly behaviors from a list created by Pledgeball and carry them out "for their favorite club". The individually saved CO<sub>2</sub>e emissions are calculated and displayed. All CO<sub>2</sub>e emissions saved for a club by fans (collective savings) are presented in a league table. The club whose fans make the most climate promises tops the table. The league table is based on the regular match day calendar in a specific league and draws upon the competitiveness of football fans. Fans are supported by unobtrusive, motivating and target group-oriented reminders on social media. Verification by photos, for example, is avoided for various reasons, mainly because they represent an additional obstacle for those less interested in climate change. Even dealing with the list and in particular the visualization of the collective savings itself has a motivating effect, enables discussion and initiates thought processes. For non-football fans, Pledgeball offers so-



called pledge events. These can be used by any group - whether book club, school class, club, family etc., ... The One Ball One World project also uses the Pledgeball mechanism to make climate protection efforts around the world visible and to connect people with each other.

## SEQUENCE

1. **Pledge Cards** (one of these cards per participant) are dealt out. The participants take turns reading their cards out loud and talk in small groups of 2-5 people about what they are already doing or not and what they think about the actions. In addition they share their own experiences by answering the question:

- A) What do you find or what would you find easy/difficult to do yourself
- B) And why?

2. **Pledge Slides** (Behaviour X when performed by 25, 500, 50,000, 3.2 billion people + CO2 savings) are shown to the whole group. The Team encourages a discussion about whether seemingly insignificant individual decisions and actions can have major impacts. In particular, the impact of a larger community with a shared opinion/vision is discussed.

- A) What do you notice when looking at the slides?
- B) What action(s) could we take (together) as a workshop group?
- C) How can we support each other in this?
- D) What additional support and from whom or what do we need to achieve this?
- E) Who do you think has the responsibility to bring about change and why?

3. **The 21 day challenge** is an invitation to The Participants to commit to an individual climate pledge. For 21 days, each individual commits to an environmentally friendly behavior and observes the challenges that this poses.

The Participants are supported in their pledge by the 21 Day Challenge Worksheet. Setting up a (social media) group, in which The Participants are regularly reminded of the challenge, is suggested. Group moderators can share their own experiences and ask, in a motivating and positive way, how the participants are getting along. The group encourages each other through motivating comments and the sharing of their own positive experiences.

## SUBSEQUENTLY

The method (in steps 1 and 2) should be reflected upon. Ideally, there will be another meeting of The Participants after the 21 days to share how each person has fared while focusing specifically on the specific change they made.

- A) What worked well, what were the difficulties the encountered?
- B) Did they have trouble adhering to it due to their own lack of commitment or was it due to structural problems such as a lack of cycling infrastructure?
- C) Or was it peer pressure and the need to justify the action in front of friends and family that made it difficult to carry-out?



The participants should learn that change is not about perfection and that every step counts. Among other things, it is social norms and our societal structures that make necessary changes more difficult. They define how our society functions and operates. Therefore, the method and ideally the optional accompanying challenge should offer the opportunity to compare individual experiences together, in pairs or in small groups.

The focus is on recognizing which personal or structural obstacles exist and how to tackle them. We see that seemingly minor decisions and actions of individuals can have major effects. Especially when they are supported by a community.



## WORKSHOP DAY 2

### METHOD

### SDG THEATER

#### GROUP SIZE

8-25 people

#### AGE

10 years and older

#### DURATION

45min

#### MATERIAL & PREPARATION

- PowerPoint  
(Focus on the SDGs)
- Space to set-up & simulate a theater with a stage and seating

#### LEARNING GOALS

- In-depth knowledge transfer about the 17 SDGs
- artistically creative experience and reflection of the SDGs through role-play
- strengthening of the group
- imaginative connection of the SDGs to everyday life through the performing of co-developed scenes

#### CORE IDEAS

The Participants receive an artistic, unusual approach to the SDGs: Through theater scenes that The Participants devise together in small groups, the SDGs are internalized, experienced through play and reflected on in a creative way in the larger group. Time limits force a reduction to simple, clear messaging and create new perspectives.

#### INFO FOR THE TEAM

Team members join participants' groups and take an active roles as moderator, time keeper and also actor/actress.

Alternative for the presentation of the role-plays: setting a time limit - the original scene is performed a second time in just 30 seconds, or even a third time in just 15 seconds.

Reflection:

- What happened in the scene?
- How does it feel for the performers/actors?





## SEQUENCE

Choosing a **Warm-up: FREEZE, COUNTING to 20, SMALL TRAFFIC LIGHT** (15min)

### Warm-up: FREEZE

The Participants move freely in the room. Firstly they are introduced to 4 different walking tempos, from very slow (1) to very quick (4). Next they are introduced to 4 actions (1, 2, 3 and 4) that are prompted by a clap from The Team to freeze their movement. Action 1 is explained and everyone repeats this action together. A clap ends the action and The Participants move freely in the room again at a given tempo. This process is repeated until all 4 actions have been explained. Thereafter The Team randomly calls out the following given actions:

Action 1: Calling out a term together (e.g. "Seventeen Sustainability Goals" or something completely different like Multi Function Device)

Action 2: Squat jump, everyone squats down and jumps up as high as they can

Action 3: Mime any activity that comes to mind (e.g. reading, listening to music, eating spaghetti, blowing your nose)

Action 4: Short conversation with person directly next to you, preferably about sustainability

### Warm-up: COUNTING TOGETHER

All participants walk freely through the room and have to count up to a given number (e.g. 20) with the help of ALL participants within the group. Each number must be pronounced by a different person than the previous number, i.e. no one participant can say 1 & 2. The group must not agree on who will say which number beforehand or during the game. The numbers must be called quickly, without a long pause. If two people say the same number at the same time, the group must start counting from the beginning again. The larger the group, the lower the number to which the participants have to count (e.g. let them count to 10 for 20 participants).

### Warm-up: SMALL TRAFFIC LIGHT

The Participants stand in a circle. One person goes to the center of the circle and says "I am...(e.g. "I am a stone"), makes a corresponding gesture / movement and then freezes. Two additional people can add to the still image, one after the other, and refer to what the first person said. For example, the second person says: "I am the fly (on the stone)", the third person: "I am a wing (of the fly on the stone)." The first person leaves the freeze frame, taking another person from the freeze frame with them, speaking the words "I am the stone and I will take the fly with me." The one person who remains in the still image says "I am a wing." Now two more participants can add to the still image, one after the other, creating a completely different image to the first one created. It is important that the participants complete the still image one after the other and not all at the same time.



1. The Participants are divided into groups by counting „1,2,3,4,1,2...“ (maximum 4 groups).
2. 17 SDG blocks are randomly selected by The Participants in the groups. All 17 SDG blocks must be distributed. Each group will have 3 to 5 SDG blocks.
3. The task that each group is given is to think of a scene based on the SDGs that includes as many of their selected SDGs as possible. Each group should include a member of The Team, who can help to guide the development of the scene and also play a minor role in the scene. It can be helpful to remind The Participants of the interactions that they had with the SDGs on Day 1.
4. The theater scenes are developed within the groups (15-20min).  
"W-questions" are answered: WHO - HOW – WHAT
  - 1st Person clarifies the "WHERE" through action when entering the stage
  - 2nd person explains the relationship to each other, the "HOW"
  - 3rd person introduces the "problem", the "WHAT"
5. Presentation and feedback round (30 min)

The room is set-up (by The Team) to look like a theater, with a performance stage and seats. Hollywood type music (The 20th Century Fox fanfare) is played before a scene begins, a human curtain (made up of a row of participants standing close together) is opened and the scene can begin. Everyone in the audience tries to guess the SDGs that appear in the individual scenes and give a loud round of applause at the end of a scene. After the respective teams' presentations, the group remains on the stage and the audience/the other participants are questioned:

- A) What did you see?
- B) Which SDGs were in the scene?
- C) Are there parallels to everyday life?

## **SUBSEQUENTLY**

Questions for The Participants:

- A) How did you come up with the (theater) scene?
- B) Have you experienced or heard about anything like this scene before yourselves?
- C) How was the teamwork in the development and performance of the scene?
- D) How did you distribute the roles for the scene(s)?
- E) Would it have been possible to connect one or more scenes together?
- F) Could the respective scenes also have taken place somewhere else in the world?



## METHOD

## FACT-FINDING TOUR

## GROUP SIZE

8-25 people

## AGE

12 years and older

## DURATION

45 – 120 min

## MATERIAL &amp; PREPARATION

- SDG-Cards
- Video A. Gerst (German Astronaut)
- Participants' mobile phones
- Computer
- Worksheets for The Participants

## LEARNING GOALS

- Recognition of sustainability or SDGs in the local setting
- Getting to know & analyzing the current state of the local partner (school/club etc.) re. sustainability/ SDGs
- Search for improvements in the implementation of sustainability
- Establishing the go-to local people on the topic of sustainability
- Discovery of everyday practical examples of sustainability or SDGs in the school/club etc.
- Motivate participants to clear the way for the acceptance of necessary change

## CORE IDEAS

During the fact-finding tour, The Participants examine their own (school/club) environment in relation to the SDGs and sustainability. They are made aware of connections and hidden details. They begin to develop ideas that they can tackle themselves.

## INFO FOR THE TEAM

Depending on the size of the group and the size of the area to be explored, a time must be agreed when the entire group will meet again. There should be a timekeeper appointed to each team. Each team of participants should also be ready to take photos, videos and to fill-out the fact-finding-tour worksheet they have been given. There may be a need for prior input from The Team about how to use the worksheet and to remind them to think about the SDGs on their tour. They should be encouraged to look for both positive and negative examples of sustainability.

## SEQUENCE

1. Optional: a refresher of the SDGs and the sustainability triangle:

- Sustainability is a global and societal task
- Sustainability triangle (social, ecological, economic)
- Act local and think global
- The easiest way to start is by taking action on site and right now



- Sustainability is not only SDG 13 (Climate Action), but is to be found in a large number of other SDGs - sometimes even as a connecting link

2. Presentation of the process of the fact-finding tour, highlighted by examples, by The Team. Explanation of the fact-finding worksheet. The Participants are split-up into journalism teams (3 to 5 people). A time-limit for the tour is set.

3. The fact-finding teams are sent-off, looking for good stories: anything (positive or negative), that could have something to do with the SDGs or with sustainability in general. Materials needed:

- SDG postcards to remind the participants of the SDGs
- Smartphones for photos, videos, etc. for documentation.
- Worksheet, that they fill out as they go

The teams of journalists return from the tour and turn in their collected material to the editorial team (The Team).

4. Presentation of the results in the large group. If there are too many discoveries or the same one if found again and again, the 2 or 3 most spectacular insights can be shared. These can be statements and observations in the form of videos, photos, sketches or written notes.

Alternatives: The presentation and dissemination of the tour can take place during the World Cafe Method, where it can be a Topic Table.

The Fact-Finding Tour can be completed by The Participants leading up to the workshop

### **SUBSEQUENTLY**

Questions for The Participants:

- A) What was your most interesting discovery?
- B) Did anything particularly surprise you?
- C) What do you think needs the most urgent attention?



**Possible discoveries: FACT-FINDING TOUR****Area and buildings:**

Room size, room climate, green courtyard, green (class)rooms and offices, accessibility, routing and orientation, places of retreat/quiet, undercover areas for protection from rain, spreading salt on paths in winter, pesticides

**Material and Waste:**

Recycling, climate-friendly procurement of materials, refurbishing, rental goods, disposal system, electronic waste, composting, paper-free (office), public relations

**Energie: Heating and Electricity, Water:**

Discover energy consumption both during and outside of space usage, thermal insulation, ventilation, water consumption, use of renewable energies, timers on power plugs, junction boxes that can be switched off, hidden power guzzlers

**Mobility/ Traffic:**

Your own way to school/work/club, public transport connections, class trips/excursions/match-day travel/other travel

**Healthy school/club:**

Break times, hours worked, retreats, healthy eating (options), cooking together, planting your own garden

**School in One World - One World in School:**

School partnerships - regional and international, fair trade food and materials

**Mission:**

Organizing workshops and excursions, inviting external parties/projects, further training for team, networks, alternative educational concepts

**Together – against each other:**

How is the togetherness in your school/class/club/team, are there rules for dealing with each other on the part of the school/club, participation of everyone?

**Participation:**

What form of co-determination is there, where is there opportunity for having a say, helping to shape, handing over responsibilities and trust

**On-site management and philosophy:**

Is sustainability established in the mission statement of school/club etc? Working groups (School: pupils, teachers, administration, parents. Club: staff, fans etc.) Is there a sustainability steering group, student group, or officer?

**Events:**

Actions internal and public: Is sustainability taken into consideration?



## METHOD

## WORLD CAFÉ

**GROUP SIZE**

12-28 people

**AGE**

12 years and over

**DURATION**

90 – 120 min

**MATERIAL**

- Speaker, smart phone and music (spotify playlist)
  - Flipchart-paper, paper
  - Pin board, masking tape, glue dots, markers
  - Pens
  - Tables and chairs
  - Worksheet 6-3-5
- Method, laying out tasks on the table (opt.)
- Map of the city or the surrounding area

**PREPARATION**

- Arrange table-islands and chairs
- Prepare themed tables with material
- Drinks, fruit, cookies, nuts, water on an extra table or divided evenly on all (pay attention to the sustainability of the snacks and refer to them)
- One team member as host at each table
- One or more time-keepers

**LEARNING GOALS**

- Relaxing atmosphere promotes exchange
- Swarm intelligence heightens one's own motivation and inventiveness
- Constructive criticism is valuable
- Together, projects can be better planned, divided up and implemented
- Getting to know who the locals sustainability actors are (networking)
- Cooperation instead of competition
- Accept and develop the idea of another person and perceive it as your own, through cooperative participation
- Sharing-in collective goals
- Share, change and/or let go of your own ideas and design

**CORE IDEAS**

This method encourages small groups, in a relaxed café-like atmosphere, to deal intensively with various topics at themed tables. In the process, new ideas are developed. A casual exchange between the participants fosters creativity. The "hosts" (The Team) try to get all the participants at the table to talk to each other.

**INFOS FOR THE TEAM**

Be ready to adapt the topic covered at a given table to the interests of The Participants. Important statements, suggestions and ideas of The Participants should be noted down by the table hosts (Team) or by The Participants themselves. It is important that no idea is lost in the process. Tips: include everyone, encourage dialogue, do not direct too much, suggest good topics, ask open questions and answer The Participants' questions as best you can. Make sure that the formation of small groups does not result in the exclusion of individuals. Include an energizer / warm-up to loosen up the group (time permitting). Plan a buffer of 10 minutes if necessary.



## SEQUENCE

1. Welcome the participants to the World-Café and introduce the 4 hosts and timekeeper. Clarify the time frame per round (10 - 15min). Explain the task and the topic tables and answer questions.
2. Divide The Participants into 4 small groups or let them form the first groups themselves. Invite everyone to sit down at a table with a drink and a snack. Play coffee table music, quietly in the background. The first round starts. Hosts support at the respective tables.
3. Give a notification 1 minute before the end of each round.
4. After time has elapsed, invite participants to choose which table they want to change to or specify that The Participants change tables as a group (for example: in a clockwise direction).
5. Actively help and motivate if redistribution is difficult or too slow. The Team is urged to work in unision to help this process.
6. After 4 rounds, decide upon presenters to present a given table. The Team can present the results (one person has been responsible for the topic in all 4 rounds), or The Participants, or a hybrid of both.
7. Presentation of the results of the tables.

## THEMED TABLES

### Theme Table 1: 6-3-5 Method

The method is about quickly creating many ideas in cooperation with others, using a kind of swarm intelligence. It's more about quantity than quality. Afterwards, the collected ideas can be used as inspiration for the development of concrete actions. The participants can be motivated to be joyful, think big and use their fantasy in order to freely develop a variety of ideas. The realistic feasibility of ideas will be considered afterwards.

1. All participants get a worksheet of the 6-3-5 method. In the first 5 minutes everyone writes down one individual sustainability pledge and two concrete community project ideas. These are written in the first row, one in each of the 3 columns. They can be very specific or very rough ideas. After 5 minutes there should be 3 ideas in the first row of the worksheet.
2. The worksheet is then passed clockwise or counterclockwise to the person sitting next to you.
3. In the next 3 to 5 minutes (depending on time available), each participant reads through the ideas of their neighbor and adds their own comments, suggestions and ideas for further development in the line below. The Participants should try to embrace, strengthen and also question these ideas.
4. The cycle repeats every 3 to 5 minutes until the worksheet finds its way back to the person it began with. Everyone has time to read the comments of the others and to write down 2 concrete community action ideas on moderation cards. These are collected by The Team and used in the OPEN-SOURCE METHOD later in the workshop.



## EVALUATING the 6-3-5 Method

When time permits, there is an internal evaluation of the ideas at the end. 5 minutes are enough for this.

The ideas from all The Participants have been written on moderation cards and collected by the table host. All participants receive 3 sticky dots (or 3 marks), each of which they can place on any one of their favourite ideas. The TOP ideas with the most dots are presented and celebrated with a big round of applause. The collected ideas form the basis for the OPEN SPACE Method. Action ideas that are not chosen are not thrown away, but are put to the side and saved for eventual inspiration.

## Theme Table 2: Your School / Your Club (School/Club of the Future)

This table is an evaluation of the inspiration from the **fact-finding tour**. The Participants take a look at the materials they themselves have collected on the tour, and examine their own (school/club) environment in relation to the SDGs and sustainability. The Team help to make them aware of connections to the SDGs and hidden details. The Participants begin to develop ideas that they can tackle themselves in their own environment (class, school, club etc).

Key questions:

- A) What ideas do they have to make their environment more sustainable?
- B) Who are the go to people (internal and external) who can help them?
- ..... C)What could your dream school/club look like?

## Theme Table 3: Mapping of Sustainable Places

This method again relies on swarm intelligence and visualizes places and actors in the immediate vicinity in their community (suburb, city, region) that deal with the topic of sustainability and the SDGs. It encourages the participants to see what is already happening in their environment and motivates them to become active themselves. In this way, inspirational people and groups can be found from whom one can obtain information or even join.

The map is placed in the middle of the table. Everyone is invited to pinpoint people, places, shops, companies, associations or other actors who deal with sustainability. This can be done with sticky notes or dots or with another form of visualization.

Places can be: Clubs/organisations on the subject of sustainability, empowerment, gender equality, fair play, repair cafés, sustainable co-working spaces, fair shops, one-world shops, start-ups and companies with a focus on sustainability, but also initiatives and groups like Fridays For Future, etc.

The host can support the participants with questions and their own knowledge. The aha effect is greater when all the knowledge of the entire group is visualized on a map at the end.



## Theme Table 4: PLEDGEBALL INITIATIVE

Presentation of the pledgeball initiative and exchange about your own personal relationship to sustainability (what are you already doing?). See the [MAKE A PLEDGE-Method](#) for background information.

Example pledges form Pledgeball and from individuals from previous workshops are laid out on the table. Participants begin by discussing these pledges.

A drop-down menu of pledges from the Pledgeball website is printed out and is on the table. The material from the [MAKE A PLEDGE](#) method can also be used here

A QR-code that takes The Participants to a [PLEDGE EVENT](#) that has been set-up specifically for this workshop. The Participants are now urged to take out their phones and go to this link, via the QR-code, and select all the sustainable things they are already doing as well as the things they want to do in the future. They can calculate their own CO2 emissions reductions and then discuss them with others at the table..



## VARIATION

In the last round, a table can be chosen freely or there is a 5th table without a specific task for the collection of any other creative ideas/drawings/scribblings etc.

Extra possible table: The 17 SDGs. At this table the 17 SDG Cards are laid out on the table. Each participant is invited to find an SDG that interests them, read the description on the card and be ready to talk about their specific SDG with others at the table. An aim of this activity is to discover together that the SDGs are interconnected and to find examples of this connectivity.

## SUBSEQUENTLY

Possibly in a second round - invite external and other internal people and decision-makers to join the rounds. People from the region who would also be able to support future follow-up projects (local Mayor/politician, company leader, school director, parent, sustainability manager, business owner etc.).

Questions for the group:

- A) What was it like thinking together with the group, making decisions?
- B) How did you resolve conflicts?
- C) What was the most interesting moment for you?
- D) What did you enjoy the most?
- E) What would you like to continue doing?
- F) Where do you need support?



## METHOD

## OPEN SPACE – PROJECT PLANNING

## GROUP SIZE

12-28 people

## AGE

12 years and older

## DURATION

45 – 90 min

## MATERIAL &amp; PREPARATION

- Pin board, post-it notes, pens & paper
- Create time-plan
- Open Space Worksheet
- Moderation cards
- Set-up Table islands with chairs
- Define a time keeper

## LEARNING GOALS

- Active participation all participants
- Self organisation of participants for project ideas and project steps

## CORE IDEAS

The Participants can pitch their own ideas and recruit like-minded people who would like to develop the idea with them. The method gives The Participants time and space to plan their own projects/actions in the group. The method encourages personal and collective motivation, enthusiasm and responsibility for a project. Ideas can be planned more concretely, next steps thought through and tasks assigned.

## INFOS FOR THE TEAM

If there are many participants, a schedule in the form of a table should be prepared (flip chart) and all ideas should be visible. This table contains the ideas, people responsible for them, meeting places and time-frame (e.g. Green Classroom, Andrea, right corner of room, 14:30 to 14:50). The Participants are supported in selecting the ideas. It may be necessary here not have just one single time window for working together (e.g. 4 ideas of 40 minutes each), but 2 time windows (each with 4 ideas of approx. 20 minutes each), whereby in the first 20 minutes all participants can decide between 4 ideas and in the next 25 minutes, all participants decide again for up to 4 remaining ideas. If there is high demand for specific project ideas, several groups can be formed on one topic. During idea development The Team can support all groups, but should influence the self-organization of the groups as little as possible.

Possible timeplan for a group with 8 ideas:

<i>Idea:</i>	A	B	C	D
<i>Person:</i>	Peter	Paula	Fridolin	Eve
<i>Place:</i>	Window	Aisle	Table	Plant
<i>Time:</i>	10:15	10:15	10:15	10:15
<i>Idea:</i>	E	F	G	H
<i>Person:</i>	Tine	Tom	Jan	Lena
<i>Place:</i>	Window	Aisle	Table	Plant
<i>Time:</i>	10:35	10:35	10:35	10:35



The Open Space Worksheet explained:

The "Open Space" Worksheet enables a group to actively engage with a selected project idea. The Participants take the time and space to think and talk about a specific project that they could implement in their community (school, work, football club, ...).

- The worksheet contains space to record:
- the project team, including individual responsibilities activities
- resources required and at hand
- possible problems to overcome
- steps to be taken and timeline

## SEQUENCE

1. Presentation of the method (5 min)

2. Presentation of the principles of OPEN SPACE:

- All people have equal rights
- Voluntariness and self-motivation are the basis
- The way it is right now, is exactly right
- Law of Two Feet: Everyone may come and go as they like
- The start and end of the time slots are adhered to
- A movement of people between the groups is desired
- There is no prescribed plan, it can always be restructured

3. Collection of ideas from The Participants (10 min): The participants themselves submit ideas as initiators on moderation cards and briefly present their ideas. All ideas are collected and pinned to the pin board.

4. For each topic, a short show of hands indicates who is interested in it among The Participants.

5. A choice of topics is agreed upon in a given time frame (for example: 4 ideas of 40 minutes each or 8 ideas of 20 minutes each, with the first 4 topics being discussed first and then the other 4 topics). The initiators can also discard their own ideas at this stage or combine them with others.

6. The timeplan is populated with these ideas. The initiators of the ideas go to their respective stations and welcome all interested parties.

7. Working phase in the small groups:

- Initiators of a topic can leave or "close" their own table and go to another group if things are proceeding at the table without themselves or if nobody comes to their table
- The work is supported by The Team

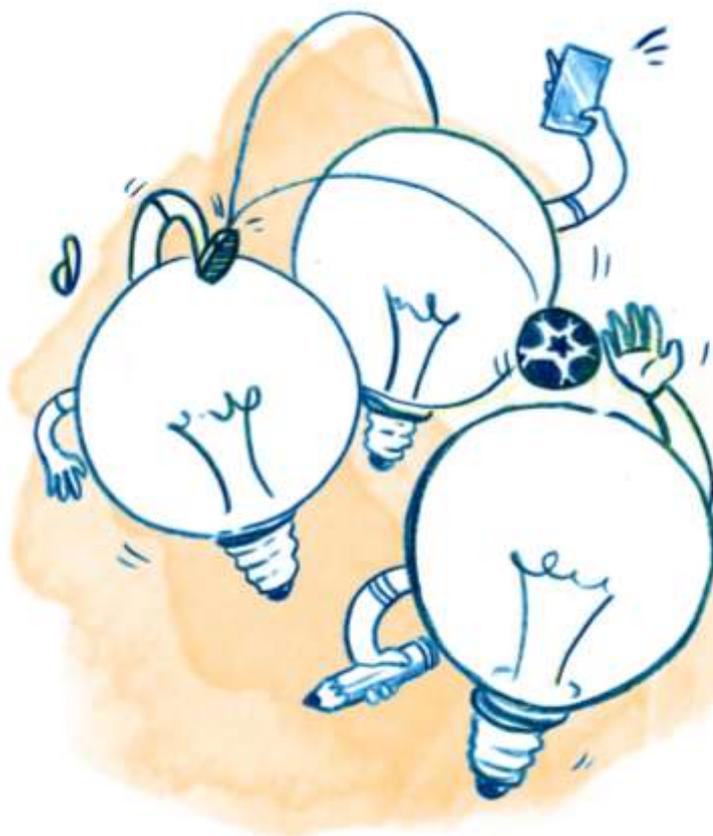
8. Conclusion in plenum (10 -20 min depending on available time): The results are presented. This can be done individually by the small groups. The participants consider what projects will be continued, what is classified as too unrealistic, what will be omitted or where they still need extra support. Responsibilities for the next implementation steps can already be determined and celebrated with applause!

### **SUBSEQUENTLY**

- A) Reflection questions:
  - How did it feel to be able to propose ideas yourself and then stand up for them?
- B) What was your experience of working together, of cooperative thinking?
- C) How did you make decisions?
- D) What was the funniest moment? What was the trickiest moment?
- E) Do you have an idea how to proceed?

Ideally, working groups should be formed, which will continue to exist after the workshop. It is important that everyone is involved voluntarily and that The Team and the educators (and or decision-makers) on site provide support. It is useful to promote regular meetings to ensure the further development of the ideas, and for educators in school situations to be part of the working groups in an advisory or supervisory capacity.

Cooperation with regional actors would also be advisable. Good motivation and communication are required to continue to bring ideas





## METHOD

## CONCLUSION &amp; FEEDBACK

## GROUP SIZE

5-25 people

## AGE

10 years and older

## DURATION

15-30 min

## MATERIAL &amp; PREPARATION

- SDG-Ball
- Ball-Signing Pens
- Camera

## LEARNING GOALS

- being able to express different opinions, allow different opinions to coexist, listen actively, discuss constructively

## CORE IDEAS

A short, crisp, positive conclusion with a view to the future

## INFO FOR THE TEAM

Re-introducing the SDG Ball, that has been used throughout the workshop, and connecting it with the signature campaign of The Ball. The core philosophy and the DNA of Spirit of Football e.V. is based on 'The Ball', the Olympic Torch of football, that travels to the FIFA World Cup venue every four years and collects signatures for the original values of football - teamwork, respect and diversity. All participants are encouraged to become part of this movement, to commit to these values and to uphold their own climate pledge for sustainability with their signature on the SDG ball. The SDG Ball has accompanied the entire workshop as the speaking ball. The SDG Ball will be ceremoniously handed-over to The Participants at the end of the workshop and will remain with them.

## SEQUENCE

### 1. Short feedback „5-Finger-Method“

- Thumb: That was super, praise
- Pointer finger: This could be better
- Middle finger: I didn't like that
- Ring finger: I take this with me
- Small finger: Not enough of this

### Alternative Feedback 1: „3-Finger-Method“

- 1 Finger: That was super, praise
- 2 Finger: I take this with me
- 3 Finger: I didn't like that

### Alternatives Feedback 2:

„1 sentence to the day/workshop“

Alternative feedback 3: Object association. The Participants and The Team can choose an item from a collection of random items that are spread-out on the floor in the middle of the room. The item a person chooses, and then talks about in 1 sentence, should be representative of their workshop experience.

### 2. SDG Ball and The Ball introduction

### 3. Participants say their own sustainability pledge out loud, head and sign The SDG-Ball

### 4. Group photo

### 5. Farewells, high fives, tears of joy are shed



## 1. FURTHER METHODS & VARIATIONS

### METHOD

#### SPEED DATING FOOTBALL EDITION

##### GROUP SIZE

6-25 people

##### AGE

12 years and older

##### DURATION

15 min

##### MATERIAL & PREPARATION

Chairs placed opposite each other, facing each other in 2 lines

Stop-watch and time keeper

##### LEARNING GOALS

Being able to express opinions and talk about emotional experiences, listening actively to different opinions, getting to know each other

##### CORE IDEAS

Participants get to know each other better by talking and listening to each other. Before moving on to the more serious issue of climate change, participants should remember and share something emotional and personal about football. To activate an emotional connection for the further development of the workshop.

##### SEQUENCE

The participants sit down opposite each other in pairs and take turns telling each other something for 60 seconds each about:

1. A personal emotional football experience (positive or negative). If participants are present without a connection to football, other events, e.g. a concert or a play, can be discussed.
2. Examples of environmental changes witnessed in your region (football related or not)
3. Behaviors that they engage in or are aware of that have a positive impact on the environment (the pledge cards from MAKE A PLEDGE can be used for inspiration here and distributed for this round).

One person talks, the other person listens. There are at least three rounds of two minutes each. After each round, conversation partners are changed with the people in one row moving one seat to the left (clockwise) while those in the other row stay seated.



## GLOSSARY

Source: RENN.mitte

[https://www.renn-netzwerk.de/fileadmin/user\\_upload/mitte/NEWS/2021\\_News/Begleit-Broschuere\\_RENN.mitte-Wanderausstellung\\_Verlinkung\\_Final\\_30.07.2021.pdf](https://www.renn-netzwerk.de/fileadmin/user_upload/mitte/NEWS/2021_News/Begleit-Broschuere_RENN.mitte-Wanderausstellung_Verlinkung_Final_30.07.2021.pdf)



### Agenda 2030<sup>1</sup>

With the vision of creating a peaceful and sustainable society, the United Nations adopted the 2030 Agenda for Sustainable Development in 2015, which was signed by all 193 member states. The agenda is a roadmap for the future. With Agenda 2030, the international community wants to enable a dignified life for everyone worldwide while at the same time preserving the earth's natural resources in the long term. This includes economic, ecological and social aspects. The core of the Agenda 2030 are the 17 Sustainable Development Goals (SDGs).

### Biodiversity<sup>2</sup>

Biodiversity is a measure of the number of different biological species (animals and plants) within a habitat or geographical area. Biodiversity is part of biological diversity.

### Education for Sustainable Development (ESD)<sup>3</sup>

ESD is the abbreviation of Education for Sustainable Development. What is meant is an education that enables people to think and act in ways that are fit for the future. It enables each individual to understand the impact of their own actions on the world. ESD is anchored as an important component in SDG 4.7 of Agenda 2030: "By 2030, ensure that all learners acquire the necessary knowledge and skills to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development".

### Biodiversity or Biological Diversity<sup>4</sup>

Biodiversity and species diversity are often equated with each other. Biological diversity however means more than species diversity. Included in it are ecosystem diversity, species diversity and genetic variation within species. Biodiversity also includes the interaction between living organisms and their natural environment.

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<sup>1</sup> German Federal Government: Topics - sustainability policy - sustainability goals explained in an understandable way. Accessed on 20/11/2022. Available under : <https://www.bundesregierung.de/breg-en/issues/sustainability/global-goals-for-sustainable-development-355956>

<sup>2</sup> Prof. Streit, Bruno (08/06/2008): Dossier biodiversity: meaning and definition. bpb.de. Accessed on 21.11.2022; Available under: <https://www.bpb.de/themen/klimawandel/dossier-klimawandel/>

<sup>3</sup> ESD Portal (2021): What is ESD?. Accessed on 21/11/2022. Available under: <https://www.bne-portal.de/bne/en/esd-for-2030/esd-for-2030.html>

<sup>4</sup> Max Planck Gesellschaft: Newsroom: What is Biodiversity. Accessed on 21.11.2022; available under: <https://www.mpg.de/biodiversity>



### Circular economy<sup>5</sup>

A circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible.[3] CE aims to tackle global challenges as climate change, biodiversity loss, waste, and pollution by emphasizing the design-based implementation of the three base principles of the model. The three principles required for the transformation to a circular economy are: eliminating waste and pollution, circulating products and materials, and the regeneration of nature.

### Corporate Social Responsibility (CSR)<sup>6</sup>

Corporate Social Responsibility describes the contribution that companies make to shaping the economy in terms of sustainable development. It is an ethical foundation, based on the model of sustainable development and the Sustainable Development Goals, with which the company uses to align itself.

### Earth Overshoot Day<sup>7</sup>

Earth Overshoot Day marks the date when humanity's demand for ecological resources and services in a given year exceeds what the Earth can regenerate in that year. In 2022, Earth Overshoot Day was 28 July. We maintain this deficit by liquidating stocks of ecological resources and accumulating waste, primarily carbon dioxide in the atmosphere. Earth Overshoot Day is hosted and calculated by Global Footprint Network, an international research organization that provides decision-makers with a menu of tools to help the human economy operate within Earth's ecological limits.

### Fast Fashion<sup>8</sup>

Fast fashion is the term for the rapid availability of newly produced items of clothing for little money, which are usually only worn for a short time. This means that both the fast pace of fashion and the associated high turnover of resources are taken into account.

### Global Warming

Global warming is a consequence of man-made climate change, especially the greenhouse effect, and describes the steady increase in global annual mean temperatures compared to data from previous periods. The warming not only affects the temperature, but affects the entire system of climatic relationships in the earth's atmosphere. Researchers fear the effects of a sharp increase in the number and destructiveness of droughts, floods, hurricanes and other extreme weather events.

### Global Sustainable Development Goals (SDGs)<sup>9</sup>

The 17 "Sustainable Development Goals" (SDGs) form the core of Agenda 2030. They are aimed at everyone: governments worldwide, but also civil society, the private sector and

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<sup>5</sup> Wikipedia (2020): Circular Economy. Accessed on 21.11.2022. Available under: [https://en.wikipedia.org/wiki/Circular\\_economy](https://en.wikipedia.org/wiki/Circular_economy)

<sup>6</sup> Business Lexicon Gabler: Definition Corporate Social Responsibility. Accessed on 22.02.2021. Available under: <https://wirtschaftslexikon.gabler.de/definition/corporate-social-responsibility-51589>

<sup>7</sup> Global Footprint Network (2020): About Earth Overshoot Day. Accessed on 21.11.2022. Available under: <https://www.overshootday.org/steps-to-movethedate/>

<sup>8</sup> Wikipedia (2021): Fast fashion. Accessed on 03.03.2022. Available under: [https://en.wikipedia.org/wiki/Fast\\_fashion](https://en.wikipedia.org/wiki/Fast_fashion)

<sup>9</sup> German Federal Government: Topics - sustainability policy - sustainability goals explained in an understandable way. Accessed on 20/11/2022. Available under: <https://www.bundesregierung.de/breg-en/issues/sustainability/global-goals-for-sustainable-development-355956>



science. Fields of action are, for example, the increased commitment to peace and the rule of law, the fight against corruption and starvation, but also education for all or the protection of our climate and our resources. The 17 goals are further specified in 169 individual targets.

### Globalisation<sup>10</sup>

Globalization describes the process that leads to a global networking of financial markets, trade, production, politics and social life. At the same time, the associated entanglements and effects on individual countries and regions, as well as society itself, are described.

### Good Life/„Buen Vivir“<sup>11</sup>

The South American concept of the "good life" ("Buen Vivir") pursues a balance with nature, the reduction of social inequality, a solidary economy and a pluralistic democracy with new areas of civil society participation. The central point is that nature is given its own value independent of human use and that Buen Vivir is only conceivable in a social context. The focus is not on people, but rather every existing thing forming a unit. The term is primarily associated with Alberto Acosta.

### Climate Adjustment

There are already changes to the climate that can no longer be reversed. In addition to measures aimed at preventing further warming, measures are also important to accompany the existing and future effects of climate change that are as compatible as possible for people and nature. In addition to structural changes, this includes the adaptation of health and social systems, for example the cultivation of plants that can adapt to the new conditions. They can compensate for the changing climate as areas where cold air is produced, can offer food alternatives if previously native varieties no longer find suitable growing conditions and can also reduce the proportion of greenhouse gases in the atmosphere by binding CO<sub>2</sub> during photosynthesis.

### Climate Justice<sup>12</sup>

Climate justice combines the ecological effects of anthropogenic climate change with the resulting social consequences worldwide. The effects of global warming, which are already being felt, primarily affect regions and thus people in the global South. However, those responsible for anthropogenic climate change are mainly found in the Global North. Thus, climate justice primarily aims to focus more on the resulting social inequality.

### Climate Change > see Global Warming

<sup>10</sup> German Federal Agency for Civic Education: *Duden Economics from A to Z: Basic knowledge for school and university, work and everyday life. 6th edition Mannheim: Bibliographic Institute 2016. Licensed edition Bonn: German Federal Agency for Civic Education (2016). Accessed 03/04/2021. Available under: <https://www.bpb.de/shop/buecher/schriftenreihe/318949/geschichte-der-globalisierung>*

<sup>11</sup> Aachen Foundation Kathy Beys: *Encyclopedia of Sustainability: Buen vivir (2015). Accessed on 03/04/2021. Available (in German) under: [https://www.nachhaltigkeit.info/artikel/buen\\_vivir\\_1852.htm](https://www.nachhaltigkeit.info/artikel/buen_vivir_1852.htm)*

<sup>12</sup> <sup>350</sup>: *What is Climate Justice. Accessed on 04.03.2021. Available under: <https://350.org>*



### National Welfare Index<sup>13</sup>

The National Welfare Index is an alternative to gross domestic product as an indicator of a country's economic development. In addition to value creation, other factors such as the consumption of resources, ecological consequences of economic activity or the distribution of income and wealth are also taken into account. Factors are determined that improve the well-being of a society and those that reduce it.

### Sustainability Strategy<sup>14</sup>

Agenda 21, which was decided on at the 1992 Earth Summit in Rio de Janeiro, includes the obligation of participants to introduce national sustainability strategies. These strategies describe ways with measures and objectives that lead to the implementation of sustainable development. Fields are named to which indicators are assigned. The fulfillment of these indicators is regularly checked and processed in reports. This results in regular changes to the strategies. In order to support this in Germany, the Council for Sustainable Development (RNE) was established in 2002.

### Ecological Footprint<sup>15</sup>

The ecological footprint is an important sustainability indicator and a simple way of assessing the future viability of our lifestyles. The concept was developed by scientists William Rees and Mathis Wackernagel in 1994. The basic idea behind it: All natural raw materials that we consume for eating, living, traveling etc. need space on our planet to grow back. Likewise, nature needs resources to break down our waste. The ecological footprint makes the land required for to cover this clear and provides a comprehensible picture of the ecological limits of our planet.

### Post Growth<sup>16</sup>

The economic orientation of the last centuries was and is designed for growth. Capitalism as well as the social and free market economy are based on the fact that more and more needs to be produced. It is clear that natural resources are not limitless and certain raw materials will no longer be able to be used. Post-growth refers to economic models that manage without growth. Social change that aims for social justice within ecological limits is needed.

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<sup>13</sup> German Environment Ministry (2021): Indicator: National Welfare Index. Accessed on 04.03.2021. Available in German under: <https://www.umweltbundesamt.de/indikator-nationaler-wohlfahrtsindex#wie-wird-der-indikator-berechnet>

<sup>14</sup> <sup>3</sup> Aachener Foundation, Kathy Beys: Lexicon of Sustainability: Sustainability Strategy (15.01.2015). Accessed on 22.11.2022. Available (in German) Under: [https://www.nachhaltigkeit.info/artikel/nachhaltigkeitsstrategie\\_1374.htm](https://www.nachhaltigkeit.info/artikel/nachhaltigkeitsstrategie_1374.htm)

<sup>15</sup> Brot für die Welt: Fußabdruck.de: About Your Ecological Foot Print. Accessed on 04.03.2021. Available (in German) under: <https://www.fussabdruck.de/oekologischer-fussabdruck/ueber-den-oekologischen-fussabdruck/>

<sup>16</sup> Blog Postwachstum: Fees/Lauth/Weichelt (16.03.2016): Postwachstum - Ein globales Konzept?. Accessed on 25.02.2021. Available (in German) under: <https://www.postwachstum.de/postwachstum-ein-globales-konzept-20160316>



### Solidarity Agriculture (SOLAWI)<sup>17</sup>

SOLAWI is based on the fact that people/households/groups come together to support agricultural holdings/farms. Material amounts are paid to the whole enterprise, not for the individual product. In this way, the enterprises are able to operate and are secured if there are losses. In addition, solidarity agriculture is based on the principles of participation and transparency, so that support for harvesting, cultivation and delivery is possible and planning for cultivation is shaped by everyone involved.

### Slow fashion<sup>18</sup>

Slow fashion is the term for making clothing according to socio-ecological standards. This is not about producing something cheaply, but the product is given the price it deserves for the material and production that went into it. It is about paying attention to the longevity of the materials and designing models that are timeless.

### Greenhouse effect<sup>19</sup> (natural and anthropogenic)

The greenhouse effect describes the natural warming of the earth through the binding of greenhouse gases in the atmosphere. The earth's atmosphere can absorb the short-wave rays of the sun largely unhindered, but emits long-wave infrared rays. The atmosphere protects the earth and binds the various gases. This allows some of the heat radiated by the sun to be stored and reflected back to the earth's surface. As a result, life-friendly conditions prevail on earth. The anthropogenic greenhouse effect is the amplification of the natural greenhouse effect by human activities. This is primarily triggered by the increased release of various greenhouse gases (carbon dioxide, methane, nitrous oxide, nitrogen). This ultimately leads to global warming.

### Urban Gardening<sup>20</sup>

Urban gardening refers to various forms of gardening, mostly on small areas within urban space. In most cases, this refers to cooperative projects that jointly cultivate an area and, in addition to the production of food, the strengthening of biodiversity and the microclimate, also fulfill social tasks.

### Virtual Water<sup>21</sup>

Virtual water refers to the water consumption that results from the production, cultivation and transport of products. A pair of jeans is not only washed, but for example the cultivation and irrigation of the cotton or the dyeing already consumes water. The production of a pair of jeans uses around 8,000 to 13,000 liters of water.

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<sup>17</sup> Netzwerk Solidarische Landwirtschaft (2021): What is Solidarity Agriculture?. Accessed on 03.03.2021. Available (in German) under: <https://www.solidarische-landwirtschaft.org/startseite>

<sup>18</sup> Wikipedia: Slow Fashion (2021). Accessed on 22.11.2022. Available under: [https://en.wikipedia.org/wiki/Slow\\_fashion](https://en.wikipedia.org/wiki/Slow_fashion)

<sup>19</sup> Max-Planck-Institute for Meteorology (November 2012): How does the Greenhouse Effect Work?. Accessed on 22.11.2022. Available under: <https://mpimet.mpg.de/en/communication/climate-faq>

<sup>20</sup> Wikipedia: Urban Horticulture (2022). Accessed on 22.11.2022. Available under: [https://en.wikipedia.org/wiki/Urban\\_horticulture](https://en.wikipedia.org/wiki/Urban_horticulture)

<sup>21</sup> BUND Heidelberg (2021): Thirsty Good: What is Virtual Water?. Accessed on 04.03.2021. Available (in German) under: <https://www.durstige-gueter.de/was-ist-virtuelles-wasser/>



## 1. LINKS AND PARTNERS

### 1. SDGs

[Homepage - The Global Goals](#)

[THE 17 GOALS | Sustainable Development \(un.org\)](#)

### 2. Sustainability in Schools and Clubs (in German)

<https://blog.bundjugend.de/wp-content/uploads/2019/10/klasse-klima-handbuch.pdf>

[https://www.naturfreundejugend.de/materialien/rubrik/-/show/23/klimaschutz\\_ordner\\_fuer\\_workshops/](https://www.naturfreundejugend.de/materialien/rubrik/-/show/23/klimaschutz_ordner_fuer_workshops/)

<https://www.umweltschulen.de/audit/nachhaltigkeitinderschule.html>

### 3. Climate Change (Communication)

[https://bjv.at/wp-content/uploads/2021/01/BJV\\_Richtig-reden-uebers-Klima\\_Leitfaden\\_barrierefrei.pdf](https://bjv.at/wp-content/uploads/2021/01/BJV_Richtig-reden-uebers-Klima_Leitfaden_barrierefrei.pdf) (in German)

<https://climateoutreach.org/>

### 4. Partners

<https://www.renn-netzwerk.de>

<https://zukunftsfaehiges-thueringen.de>

<https://www.pledgeball.org>

<https://footballforfuture.org/>

<https://www.fifa.com/social-impact/fifa-foundation>



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