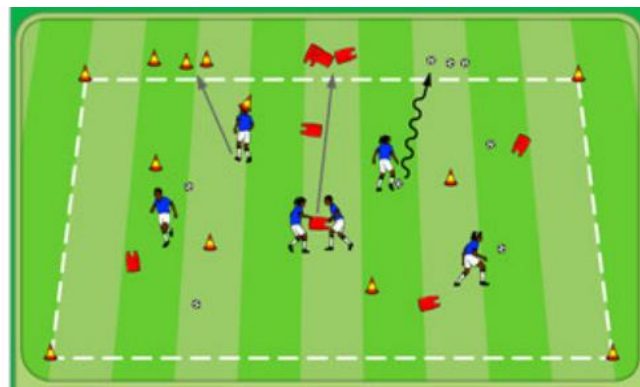


S4D Activity SDG 13: “Waste Separation”

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

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running Game	Warm-up	15 min.	All Ages	Open field	Various items (bibs, balls, cones etc.)

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Responsibility	Motor competences: Coordination, speed Technical competences: Quick movements Tactical competences: Develop a strategy with their team
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... recognise that they are responsible for their own actions and their consequences for the environment. ... reflect on possibilities to take positive action to protect their environment. ... act in a sustainable and nature-friendly way to protect their environment.	<i>After the training session children/youth are able to:</i> ... switch quickly between different movements. ... communicate effectively within their team to complete the task together. ... dribble a ball quick and precisely. ... keep their balance while carrying something on their head.



Description
<ul style="list-style-type: none"> • Mark a square with four cones. Place the various items randomly in the market field. • Divide the group into two equal teams. • The task of each team is to collect the items as quickly as possible and bring them to the side-line, sorted! • The bibs have to be carried by two players, the balls have to be dribbled and the cones have to be balanced on the head. • The two teams have to fulfil this task one after the other. Keep the time of each team to see who is quicker.

¹ Reference: [YDF Manual For Environmental Awareness](#), p. 53

² S4D Competences should be part of every S4D Activity and S4D Training Session. Please find [HERE](#) a collection of S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions related to *Environmental Awareness*. To get an idea how we define *S4D Competences, Life Competences/Skills, Sporting Competences* and *Learning Objectives*, please have a look in our [Glossary](#).

S4D Activity SDG 13: “Waste Separation”



Variations

- You can also let the teams collect and separate the items at the same time. The team which collected the most wins the game.
- You can choose any task the participants have to do when collecting the items, for example jumping on one leg to collect the cones.

The Reflection in 4 Steps

Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you'll find a guideline including examples of ways/methods how a reflection can be done and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. To reflect the S4D Activity described, you can take the following steps:

Before starting the reflection, gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.

Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:³

- Did you like the activity or not? Have you enjoyed it?
- What worked well, what could have been improved in your team?
- Which strategy did you use to collect the items?
- Did all of you feel responsible for the whole team?

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

- Are you separating your waste at home?
- Why do you think this is important?
- How do you feel about people that don't discard their waste appropriately?

Step 3: APPLY Ask them about specific Actions:

- How could you be more responsible with your environment? What actions can you take as an individual?
- Which action can you take as a group when it comes to waste reduction and separation?

Step 4: ACTION - Agree with the participants on specific actions

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session.

Examples:

- How is the situation at your home?
 - Think about how you can reduce waste at home or what needs to be done to separate it properly.
 - Discuss with your family: Can you find common solutions to improve the situation?
 - Write down two specific actions you will take regarding the waste management at home.

³ All questions listed are examples and can be replaced.