

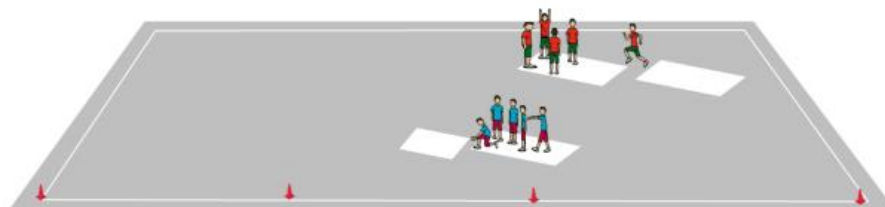
# S4D Activity SDG 13: “Polar Bear Breakfast”

This S4D Activity example shows how sport can be used to strengthen cooperation 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 <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Team Activity	Cool-Down	15 min.	8 years +	Open field	4 blankets or 4 flipchart papers, 5 cones

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b>	<b>SPORTING COMPETENCES</b>
Self-competence: <b>Cooperation</b>	<b>Motor competences:</b> coordination <b>Technical competences:</b> keep balance, coordination of body parts <b>Tactical competences:</b> Act in a creative way to keep balance and move forward
<b>Learning Objectives Life Competences</b>	<b>Learning Objectives Sporting Competences</b>
<i>After the training session children/youth are able to:</i> ... learn about the positive effects of joint efforts to achieve a common goal. ... combine their efforts to achieve a global temperature limit of well below 2°C. ... work together for climate action.	<i>After the training session children/youth are able to:</i> ... coordinate their body parts in a group to keep balance. ... make clever choices to win the game. ... communicate and cooperate to be able to win the game.

The **Game** to be played by two teams:



Description
<ul style="list-style-type: none"> <li>“We are consuming too much energy all over the world, the climate is getting warmer and the ice at the North Pole is beginning to melt. This makes life more difficult and dangerous for the polar bears. That’s why polar bears are one of the most endangered animals on our planet.”</li> <li>The story for the game is the following: “Eddie is a young Polar Bear who lives on the Island of Svalbard which is very near to the North Pole. Every morning when Eddie wakes up, his mom takes him and his siblings for breakfast on a nearby ice shelf. They say they have the best seal sushi in town there and Eddie loves seal sushi a lot. But what he doesn’t like is getting there. Grandpa says that when he was young, they just walked over the ice to get there. Now there is a lot of water between their home and the ice shelf, and they need to take what his mother calls the Polar Bear Subway, or in other words they must jump from one little ice shelf to the next until they arrive. Hopefully they’ll make it to the Ice Shelf Bar before Pritha and her family arrive because otherwise the best seal sushi will already be gone. And</li> </ul>

<sup>1</sup> Reference: [Manual "For Sport For Development Volunteers In The Balkan Region"](#) , p.35

<sup>2</sup> 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](#).



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hopefully Eddie doesn't fall into the water again because the water is sooooo cold and he is not a good swimmer yet.”

- Mark a starting and end line with the four cones approx. 10-15m apart. Place another cone in the middle of the two lines.
- Divide the group into two teams.
- Each team gets two blankets, which represent the floats.
- Now both polar bear families have to cross the water with the two ice floats.
- When the teams reach the second cone, part of the ice has melted and the blanket must therefore be folded in the middle. Only then can the teams continue.
- The teams are not allowed to touch the water. If one of the team members touches the water (floor), the whole team has to start from the beginning. If they have reached the middle cone, the team is allowed to start from there.
- The first team reaching the end line wins the game and the polar bear breakfast can begin.

## Variations

- Depending on the group size more cones can be placed between the starting and end line, so the blanket has to be folded again.
- Depending on the group size you can choose smaller blankets or flipchart papers.
- You can give additional tasks to the participants, for example, there are two baby polar bears in the family that have to be carried and are not allowed to touch the floor. Or one to two injured polar bears that can only stand on one leg.

## 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:<sup>3</sup>

- Did you like the activity or not? Have you enjoyed it?
- What worked well, what could have been improved in your team?
- What was it like working together as a team?

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

- What do you know about Polar Bears? Where do they live etc.?
- Why do you think it is a problem for Polar Bears that the ice is melting around the North Pole? (more difficult to hunt their food, swimming needs more energy than walking over the ice etc.)
- What does this have to do with our own environmental behaviour? How do we influence global warming?
- Are there any aspects of pollution or destruction of the environment that we can directly see in our own Country or community?

**Step 3: APPLY** Ask them about specific Actions:

- What can we do to help Polar Bears survive?
- How could you change your behaviour to protect your environment?
- What can we do as a group to work together for climate action?

<sup>3</sup> All questions listed are examples and can be replaced.

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## **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:**

- In your team: Think about a campaign that you can run to motivate climate action in your community and build awareness on environmentally friendly and sustainable lifestyles.
  - Which topic do you want to focus on?
  - What do you need to run the campaign? Which communication medium do you want to use?
  - What do you want to achieve with your campaign?
  - How can you divide the task so everyone gets involved?