

® *European*
School Sport
Day.

#ESSD2022

Going Green in Sport Toolkit

For European School Sport Day Event Coordinators

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The school as the best setting to initiate environmental awareness



In a constantly changing world with continuous economic growth, people tend to neglect environmental concerns. However, while a country's welfare is closely tied to living conditions, not just economic prosperity, it is apparent more attention should be paid to the environment. Thus, most countries nowadays begin to adopt environmentally friendly practices aiming to reduce their ecological footprint.

*The best place to initiate change is in the school setting. As children spend most of their time at school, environmental education should be an integral part of the school curriculum. **In line with these efforts, UNESCO urges its member states to incorporate environmental education as a core curriculum component.***

*Audrey Azoulay, UNESCO Director-General:
“Education must prepare learners to understand the current crisis and shape the future. To save our planet, we must transform the way we live, produce, consume and interact with nature. Integrating education for sustainable development into all learning programmes must become fundamental, everywhere.”*

Environmental education raises awareness and broadens one's mindset and experience in terms of environment protection. Environmental awareness means paying attention to one's natural surroundings and understanding how one's actions influence local and national

environments. The urge to raise environmental awareness comes from the constantly emerging challenges the world faces, such as floods, drought, air and water pollution, and extinction of species.

When it comes to raising awareness, simple things we do at school can make a difference and contribute to environmental conservation. Here are some tips teachers can use at school:

- **Teach separate waste collection (use your art class and make different colour bins for metal and plastic, paper and glass)**
- **Teach students to reduce water and electricity use, to reuse and recycle**
- **Teach students to switch off lights when they are not in use**
- **Provide reusable bottles for tap water**
- **Organise discussions on different environmental topics**
- **Create projects covering different environmental issues**
- **Organise a tree planting day**
- **Encourage students to explore their surroundings and come up with innovative ideas to preserve the environment**

About the toolkit

The BG Be Active team was tasked to compile the contents of the European School Sport Day Going Green in Sport toolkit due to its success in testing the sport without waste concept in Bulgaria. In 2019, the organisation piloted a campaign to promote recycling and litter prevention through physical activity with more than 200 participating schools in Bulgaria. The campaign has since grown in numbers of participants and schools involved, and in scope of activities, as it has built new partnerships, given teachers new skills, encouraged new types of student engagement, and created new means of communicating success.

The toolkit is designed to help schools explore ways to develop more environmentally sustainable programs and foster sustainable behaviour and to support European School Sport Day 2022 events, putting the focus on the versatile connections between physical activity, environment, and climate change. The toolkit is centred around the school as a primary setting for creating sustainable links between schools and local communities and for spreading important messages about green, eco-friendly, and sustainable school sport events. The authors aimed to leverage the power of sport to shape societal values, accentuate the sense of ownership for our environment, and advance social engagement among young people.



The purpose of the handbook

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The toolkit is designed to help schools explore ways to develop more environmentally sustainable programs and foster sustainable behaviour and to support European School Sport Day 2022 events, putting the focus on the versatile connections between physical activity, environment, and climate change. The toolkit is centred around the school as a primary setting for creating sustainable links between schools and local communities and for spreading important messages about green, eco-friendly, and sustainable school sport events. The authors aimed to leverage the power of sport to shape societal values, accentuate the sense of ownership for our environment, and advance social engagement among young people.

For whom is the handbook

With this toolkit, we aim to share ideas and inspire:

- **School staff – principals and teachers**
- **School activists and community leaders**
- **European School Sport Day (ESSD) National Coordinators so they can support participating schools on their paths towards becoming more active schools**

In addition, we hope that we will encourage experts involved in forming curricula to integrate green education into schools.

Objectives of the toolkit

- *To help make the school environment more sustainable: To transform a school space into a sustainable space that invites physical activity*
- *To help use existing equipment in a different, new way: To think out of the box – be creative, think green and sustainably*
- *To help promote environmental consciousness for students in a different way: Educate students on environmental responsibility through physical activity, games and sports*
- *To actively involve children by listening to the ‘children’s voice’ during the planning and organising process based on the grassroots model*

Sport #WithoutWaste movement

The “Going Green in Sport” ESSD focus topic corresponds with the Sport #WithoutWaste movement. Sport #WithoutWaste was initiated by BG Be Active and is being supported by the efforts of partner organisations from 7 other European countries: International Sport and Culture Association / ISCA (Denmark), Nabolagshager (Norway), AJSPT Suceava (Romania), Hungarian School Sport Federation (Hungary), Albanian School Sport Federation / FSHSSH (Albania), Association Sport for All Serbia / ASFAS (Serbia), and Envercevko (Turkey). The project is co-funded by the Erasmus+ programme of the European Union.

BG Be Active aspires to transfer, adapt and scale tested national practices from Bulgaria to the partnering countries with a focus on the involving the grassroots sports sector (event organisers, sport clubs, schools etc.). The overarching ambition is to start the #WithoutWaste movement in leisure and grassroots sport sectors by coordinating waste-free grassroots sporting events and building capacities of relevant stakeholders to coordinate waste-free events. In developing the Sport #WithoutWaste national actions, the project consortium will also work to develop and introduce policies on litter prevention and sustainable practices for grassroots sports campaigns and events.

The concept stems from BG Be Active’s experience in supporting the cultural and grassroots sport events during the Plovdiv - European Capital of Culture in 2019.

Based on hands-on expertise and thorough research, we have gathered all the relevant information to organise sustainable zero-waste event in a guidebook for event organisers. The guidebook highlights how to implement events with less waste by encouraging organisers and citizens to collect waste separately and recycle it.

Mass events such as festivals, concerts and plays are some of the most pleasant and long-awaited events in any town or city. However, apart from the lovely atmosphere they create, they also bring a lot of waste. We tend to pay little attention to where we throw our waste. Often we leave behind a lot of glass and plastic bottles as well as paper and plastic wraps. If a separate waste collection system is not established, all the waste that can be recycled cannot be disposed of in the best possible way. This means that such events are damaging the environment. To prevent this from happening, you should thoroughly plan your event. In this way not only will an event without waste leave an impression on both the participants and attendees, but it will also promote an eco-friendly lifestyle.

Here you will find answers to the following questions

- **What is the definition of a #WithoutWaste event?**
- **How can you plan and organise such an event?**
- **How do you communicate an event with less waste?**

Please consult the guidebook at this [link](#).



Setting the scene

GREEN EDUCATION

Green education is defined as a transformative learning process that equips students, teachers, and school systems with the new knowledge and ways of thinking we need to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend.

- **Green education brings together** formal and non-formal education, awareness raising and communication tools in areas such as environmental protection, conservation of biodiversity and climate change.
- **Green education teaches** sustainable methods of production and that having a connection to and understanding of the environment is essential to cope with the ecological demands of our time. This includes, but is not limited to, pollution and climate change.
- **Characteristics of sustainability education.** On 16 June 2022, the Council of the European Union (EU) adopted a Recommendation on learning for the green transition and sustainable development, which states that effective learning for sustainability:
 - starts from early childhood education and care
 - takes a lifelong learning approach
 - creates supportive learning environments, as part of which the institution as a whole is active on sustainability



- is learner-centred, engaging, positive and based on real-life experiences
- supports educators, including leadership teams, to teach and act for sustainability
- fosters collaboration and partnerships in local and wider communities
- involves young people in meaningful ways
- builds sustainability competencies
- is founded on strong policies

COMPONENTS OF GREEN EDUCATION



School-related environmental education policies focus on three main components: curricula, green facilities, and training.

- Schools can integrate environmental education into their curricula. This approach – known as using the ‘environment as an integrating context’ for learning – uses the local environment as a framework for teaching national and regional education standards. Environmental education involves hands-on, outdoor learning, as these activities and lessons help address and mitigate “nature deficit disorder”, as well as encourage healthier lifestyles.
- Green schools are another main component of environmental education. Children can learn about the environment in many ways. Experiential lessons in the schoolyard, field trips to national parks, after-school green clubs, and school-wide sustainability projects help make the environment an easily accessible topic. Effective programs promote a holistic approach and lead by example.
- The final aspect of environmental education involves training individuals to thrive in a sustainable society.

Different methods used in environmental education. The list is non-exhaustive:

- **Discussion** is one of the simplest forms of the group-based learning method where the teacher can discuss

some environment-related issues, like water scarcity in cities, water pollution at sea, disposal of garbage, etc.

- **Project method** is a purposeful activity. A project is an activity undertaken by the pupils to solve a problem. The role of the teacher in the project method is to help the students by selecting an appropriate subject, formulating the objectives of the project, checking students’ progress regularly, suggesting adjustments, etc.
- In the **problem solving method**, students are expected to observe, understand, analyse, interpret and find solutions, and perform applications that lead to a holistic understanding of the concept.
- **Observation method** helps us to learn about and establish a harmony with the nature. This will help young students realise the importance of the environment and how we can save it from disasters.
- **Dramatic teaching** is integrated into many different types of curricula, especially in the lower grades. It is a method that refers to a collection of teaching tools including traditional drama techniques like improvisation, storytelling, role-playing and games.
- **Fieldtrip** is an excursion made by students and teachers to see and study something naturally, culturally, socially or geographically significant. Field trips also develop students’ abilities to appreciate the natural environment and interpret their own experiences and observations.

EDUCATION THROUGH SPORT AND HOW IT CAN CONTRIBUTE TO GREEN EDUCATION

Nelson Mandela:

“Education is the most powerful weapon which you can use to change the world”.

“Sport has the power to inspire, the power to unite people in a way that little else does. It is more powerful than governments in breaking down racial barriers.”

Children are made to move. They start exploring their surroundings from an early age and are on an ongoing quest for knowledge. They cannot stand in one place, always fidgeting and playing around. With movement being an integral part in children's life, the education through sport concept is gaining in popularity. Technological advances push us to lead a sedentary lifestyle. This causes a decrease in physical activity, especially when it comes to the younger generations, and contributes to obesity and poor physical condition.

Education through sport is a concept which aims to use sport as the prime promoter of quality education. Physical activity, in general, when applied in school has a positive impact on pupils and students. Adding more active elements to an average school day can boost children's physical activity levels.

- Organising active breaks contributes to a healthier body, improves performance, and fosters stable relationships with the peers. Active learning sessions are cost-effective, fun, and easy.

- Physical activity makes the lesson more interesting and entertaining. Children learn faster, easily grasp content on complex and sensitive topics, build connections between different subjects and acquire important social skills. Sport has also proved to be effective in passing information across different age groups.
- Sport teaches discipline. Students are taught how to follow rules, stay attentive and active throughout the day. Sport enhances their concentration as well.
- Those who practise a certain sport acquire important values. Teamwork, social skills, sympathy and loyalty are only a handful of the important skills students learn. Sport can also increase one's self-esteem and confidence which can be useful when pursuing a career.
- In terms of networking, sport expands one's world view. Through sport students socialise more easily. They learn about culture through interaction with people from different social backgrounds. Sport also influences community and provokes a sustainable social transformation and community unification. United by sport people work towards a greener and cleaner future.
- Organising different sports activities at school such as a tree planting day or a cycling day contributes to the environment. Cycling or walking as a means of transport positively influences environmental conservation. It decreases pollution and aims for a greener world.

Find out more: www.moveandlearn.org



ENVIRONMENTAL PROTECTION IN PHYSICAL ACTIVITY AND SPORT IN SCHOOLS



Environmental protection is integrated in key political documents on global and European levels, and many of these documents serve as a benchmark for local policies. The overall ambition of these documents is to accentuate the need for green sustainable education and place the school at the centre of the green agenda.

(1) OVERVIEW OF THE GLOBAL POLICY DOCUMENTS

WHO Global Action Plan on Physical Activity 2018–2030 (Action 2.4) aims to strengthen access to quality public green open and recreational spaces and networks (including river and coastal areas), and sports facilities for people of all ages and diverse abilities in urban, peri-urban, and rural communities, ensuring the design is consistent with these principles of safe, age-friendly and equitable access with a priority being to reduce inequalities and in alignment with other commitments 1.

UN Sustainable Development Goals.

- *Goal 11: Sustainable Cities and Communities by 2030, envisages to provide universal access to safe and accessible, green and public spaces, and support positive economic, social, and environmental links between urban, peri-urban, and rural areas by strengthening national and regional development planning. City projects will have equal exposure to accessible walking facilities and contribute to active travel, bicycling, and green spaces, making possible sustainable urbanisation*

for everyone. The built environment includes a green setting for sports and physical activity, playing a dynamic role in active, healthier, and safer cities 2.

- *Goal 13: Climate Action. Climate change mitigation combined educational and environmental interventions to support physical activity in the form of public transportation, walking, and cycling. Policy actions raise awareness through education, institutional and human capacity regarding adaptation to climate change. The UN supports the role of sport in sustainable development, and in this context, the UNFCCC has developed the Sports for Climate Action Plan to empower all sports organisations to play a crucial role in meeting global climate change goals by building green infrastructure and promoting physical activity and a healthy lifestyle 3.*



¹ <https://apps.who.int/iris/bitstream/handle/10665/272722/9789241514187-eng.pdf>

² <https://www.undp.org/sustainable-development-goals>

³ <https://www.globalgoals.org/goals/13-climate-action/>

ENVIRONMENTAL PROTECTION IN PHYSICAL ACTIVITY AND SPORT IN SCHOOLS

(2) OVERVIEW OF THE EU POLICY FOR ENVIRONMENTAL PROTECTION IN SPORT AND PHYSICAL ACTIVITY

By 2050, the aim of EU environmental policy is to strive to move towards a low carbon, resource-efficient economy, safeguard biodiversity and protect human health through legislation on air quality, chemicals, climate, nature, waste and water. Since 2014, efforts have been made in a number of areas, including waste management (new recycling targets, restrictions on plastic carrier bags, action on plastics, measures to tackle marine litter); climate (the 2030 greenhouse gas emission targets, and measures to decarbonise the transport sector); nature (primarily to improve the way EU rules on biodiversity protection are implemented); and air quality (new rules on maximum amounts of 5 key air pollutants that EU countries can emit into the atmosphere). The European Parliament has advocated ambitious policies in many of these areas.

The EU Work Plan for Sport (2021-2024) aims

- To increase participation in sport and health-enhancing physical activity in to promote an active and environment-friendly lifestyle, and to ensure the awareness of other EU policy domains of the important contribution that sport can make to Europe's socially and environmentally sustainable growth, digitalisation as well as recovery from the COVID-19 pandemic.

- To intensify the dialogue and cooperation at EU level with the sport movement and other relevant stakeholders and institutions, both within and outside the field of sport and physical activity. The EU Work Plan deals with some priority areas such as protecting integrity and values in sport, socio-economic and environmental dimensions of sport, and promotion of participation in sport and health-enhancing physical activity⁴.

The Tartu Call for a Healthy Lifestyle. Aims to encourage a more consistent and effective approach across Europe towards the promotion of healthy lifestyles, making use of EU initiatives and funding where available to improve the health of citizens. The call contains 15 action points relating to the promotion of physical activity and highlights the Commission's firm commitment to enhance cooperation between the European institutions and the EU Member States to promote these. Among the proposals set out in the call are increasing funding for projects promoting the sport, with a possible focus on specific settings such as schools, and encouraging innovative approaches to promoting and raising awareness of the benefits of healthy lifestyles through the EU's innovation and technology networks⁵.



⁴ [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:42020Y1204\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:42020Y1204(01))

⁵ <https://healthystadia.eu/tartu-call-healthy-lifestyle/>

Going Green in Sport:

Activation Ideas - Active Games

The school provides a key setting for creating a culture of proper waste disposal and care for the environment from a young age. If, from childhood, people are educated to have a conscientious attitude towards sorting and disposing of different types of waste, they will grow up to become responsible adults who limit their harmful impact on the environment. Therefore, it is important that students are involved in separate collection activities, waste disposal, and recycling through purposefully planned activities. Such initiatives can be a powerful catalyst for conducting a number of class sessions on the topic of life #WithoutWaste.

Active Games #WithoutWaste are fun activities with which teachers can educate children on how and where to dispose of waste. With them, we want to show people that it is not so hard to make small changes in our daily lives so that we can reduce the amount of waste in the environment and improve the quality of our cities. The following pages present 12 active games for students that can combine physical activity and environmental education and are perfect for the school setting.



photo credit: Shopify Partners

NEEDED MATERIALS:

- Coloured chalk

TIME: 5-10 minutes

LEVEL OF DIFFICULTY: Easy

DESCRIPTION:

Use blue, yellow, and green chalk (or other colours depending on your country's separate collection colour-coding system) to draw an interactive trace on the ground. Indicate the start and end of the trace. Add spots where the player has to jump as big circles, a dashed line for the spots where they have to jump on one leg, and a continuous line for the spots where they have to walk/run. Choose a different colour for each part of the trace. Depending on the colour of the part of the trace the player next steps on, he/she has to say the type of recyclable waste that should be disposed of in the recycling bin of the same colour (e.g. 'plastic' or 'metal' for the yellow part of the trace). The colours should match your country's colour-coding system for recycling plastic, metal, paper, and glass. Students go through the trace one by one. Before the start of the game, you can do a 'test run' of the trace to show the students how to pass it.

To make the game even more active, you can add balls/ropes/hoops to the trace that the players have to interact with.

NEEDED MATERIALS:

- Chalk (optional)

TIME: 5-10 minutes

LEVEL OF DIFFICULTY: Easy

DESCRIPTION:

Draw a long line (or use an existing one, outlining a sports playground, a running track, or even one from the previous game). Explain that the line represents plastic, to the left of it is paper, and to the right is glass (possibility to remind the students left/right). The students start the game standing in a column, stepping on the line. At the command of the teacher (“paper”, “plastic” or “glass”) they must shift to the corresponding position (left for paper, on the plastic line for plastic, and to the right for glass). If a student jumps to the wrong position, he/she may have to perform a certain physical activity (jumping, squatting, stretching) or ‘burn’, thus leaving only two players at the end of the game to compete for the first place.

You can increase the difficulty of the game in a number of ways: Replace the simple commands (paper-plastic-glass) with items made from these materials (beer bottle, old newspaper, food packaging, bottle cap, jar, shoe box, etc.) or with the corresponding colours of the recycling bins according to your country’s colour-coding system (e.g. blue-yellow-green); Make the game more active by changing the way the students have to move to a different position (e.g. by jumping on one leg, by jumping and squatting).



photo credit: Pexels.com

ACTIVE GAMES

'ACTIVE BINS'

photo credit: BG Be Active Association



NEEDED MATERIALS:

- Paint/coloured chalk/paper
- Open-top recycling bin/plastic container
- Cardboard
- Craft knife
- Duct tape

TIME: 1 day

LEVEL OF DIFFICULTY: Easy

DESCRIPTION:

Use colouring materials to make the trash bins in the classroom or the schoolyard more engaging. Draw a basketball hoop on some of the bins, whereas on the ground leading to others, draw a hopscotch pattern (a series of linear squares interspersed with blocks of two lateral squares; the squares are then numbered in the sequence in which they are to be hopped) and/or a scale for a long jump. Feel free to involve the students in the painting process.

After the bins are finished and dry, encourage your students to play with them every time they need to dispose of waste. They can do that by competing to throw their waste in the 'basketball hoop' bin from a spot

further or closer to the bin, by playing hopscotch before they reach the corresponding bin, or by competing who will jump the furthest towards a bin.

A third way of making the bins more engaging would be to use cardboard and duct tape to design cornhole covers for some of the containers. Cornhole is a lawn game in which players or teams take turns throwing fabric bean bags at a raised, angled board with a hole in its far end. The goal of the game is to score points by either landing a bag on the board (one point) or putting a bag through the hole (three points). Instead of bean bags, let the students shoot with empty plastic bottles into the holes.



NEEDED MATERIALS:

- Recyclable waste (plastic bottles, cans, milk/juice boxes, candy packaging); Make sure that all items are empty and washed. Do not include sharp/easily breakable packaging.
- 2-3 recycling waste bins (colours according to your country's colour-coding system for plastic, metal, and paper).
- Chalk

TIME: 5-10 minutes

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Draw three stripes/trails on the ground with chalk and distribute an equal number of pieces of recyclable waste on each. At the end of the trails place two recycling trash cans (one for paper and one for plastic and metal). You may add a third bin/box, marked with the corresponding colour for glass, to increase the difficulty, but do not actually place glass packaging on the trails as there is a risk of breakage and cutting.

The game is played as a relay. Students are divided into three teams. Each team stands in a line behind each trail, with the first team member standing at the start of their team's trail. The student has to collect the waste

from his/her trail and dispose of it properly in the bins based on the material it is made of. A student can carry up to one piece of waste at a time to the bins. Afterwards, he/she goes back to his/her team, taps the next student, and goes to the back of the line. The next team members repeat the actions until all the waste is collected.

The team that finishes first wins. If a piece of waste is not correctly disposed of, 1) 10 seconds are added to the time of the team, or 2) the piece of waste is returned to the trail of the same team to be disposed of again.

You can increase the difficulty of the game in a number of ways: Turn the game into a competition between only two or three players – each player begins at the start of a trail and picks and disposes of one piece of waste from their trail at a time and then runs back to the start; Complicate the route – make it longer or curved (outline the route well and make sure the players stick to it); Make the game even more active – let the players cross the route with duck walking/jumps on one leg/jumps sideways/add areas that need to be passed in a certain way/add balls/ropes/hoops to the trace that the players have to interact with (provided that the game is played on a suitable surface).

NEEDED MATERIALS:

- Paper
- Pen

TIME: 30-60 minutes

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Take your class out into the playground, playing field or local park and get them to locate various environmental sights. Prior, prepare a list of various natural sights that could be found at the location you are going to (e.g. bird, ant, blue flower, pine cone, brown leaf, green leaf, mushroom, dandelion, stick that looks like the letter 'y', ladybug, tall grass, log, etc.) Students can earn extra points by spotting the biggest tree or having the biggest collection of different types of leaves.

Combined with the physical health benefits of a walk in nature, the scavenger hunt will get students thinking about the different plants and animals that live on their doorstep and encourage care for the environment.





NEEDED MATERIALS:

- Paper
- Pen

TIME: Depending on the number of statements (questions)

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Prepare a list of true and false statements related to recycling.

Here are some suggestions:

1. One recycled glass bottle saves enough electricity to run your TV for 1.5 hours. (True)
2. I can recycle a greasy pizza box by throwing it in the blue container for paper. (False, smeary carton/paper cannot be recycled)
3. To recycle a plastic bottle, I should empty it, remove the cap, squeeze out all of the air, put the cap on the bottle until it is secure, and throw it in the bin for plastic (yellow). (True)
4. Polyester fibres from 2 plastic bottles are enough to make one baseball cap. (True)

5. It takes 50 years for a plastic bottle to decompose in landfills. (False, it takes around 450 years)

6. Glass can be recycled over and over again, practically endlessly, with no loss in quality. (True)

Appoint a student to read out the statements or read them out yourself. Explain to the students that when they hear a statement that they believe is true, they have to jump. On the other hand, if they hear a statement that is false, they should squat. In case they are not sure of the correct answer, they may remain standing. If a student makes a mistake, he/she may 'burn' and leave the game. The game could be played until only one player remains.

NEEDED MATERIALS:

- 2-4 small containers (e.g. plastic cups, metal cans); Make sure that the containers are of the same size and are not easily breakable.
- Water
- Chalk (optional)

TIME: 10-15 minutes

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Prepare empty containers and fill them with water to the brim. Divide the students into two or more teams. Set a starting and ending point of a trace by marking them or using already existing markings like the end of the playing field. The teams stand in lines at the start of the trace and the first player of each team receives a filled container. At your signal, the first player from the team runs to the finish line, turns around, goes back to his/her team, and passes the container to the next person in line. The team with the most water in their container wins.

You can increase the difficulty of the game in a number of ways: Complicate the route – make it longer or curved (outline the route well and make sure the players stick to it); Make the game even more active – let the players cross the route with duck walking/jumps on one leg/jumps sideways/add areas that need to be passed in a certain way/add balls/ropes/hoops to the trace that the players have to interact with (provided that the game is played on a suitable surface).





photo credit: Unsplash.com

NEEDED MATERIALS:

- 7-10 plastic bottles
- Small balls
- Stickers/colouring materials
- Sand/water

TIME: 30 minutes

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Have a short creative workshop with the students to decorate the empty plastic bottles with stickers or other colouring materials to make them look like bowling pins. Fill each bottle with 2-3cm of sand or some water to weigh them down. Set them up in one end of the classroom, making sure there is enough space for a 'bowling lane' in front of them. Let the students take turns to bowl: the player who bowls down the most pins wins.

ACTIVE GAMES

‘PASS THE TRASH’

NEEDED MATERIALS:

- Recyclable waste (plastic bottles, cans, milk/juice boxes, candy packaging); Make sure that all items are empty and washed. Do not include sharp/easily breakable packaging.
- 2 recycling bins (colours according to your country's colour-coding system for plastic, metal, and paper).
-

TIME: 5-10 minutes

LEVEL OF DIFFICULTY: Medium

DESCRIPTION:

Prepare a number of different types of recyclable waste. Divide the students into teams and arrange each team in a line leading to two recycling bins (for plastic and paper).

The team members have to pass the recyclable items down the line, saying what kind of item it is. The person at the end of the line disposes of it in the correct recycling bin. While moving it down the line, each member has to pass the item in a different way than the way they got it, e.g. they can pass it under the legs, under one arm, over the head, or around the back. The team that properly deposits their items first wins. If an item is not disposed of in the correct bin, 10 seconds are added to the time of the team.

photo credit: BG Be Active Association





NEEDED MATERIALS:

- Paper
- Pen
- Recyclable waste (plastic bottles, cans, milk/juice boxes, candy packaging); Make sure that all items are empty and washed. Do not include sharp/easily breakable packaging.
- 2-3 recycling waste bins (colours according to your country's colour-coding system for plastic, metal, and paper).

TIME: 15-20 minutes

LEVEL OF DIFFICULTY: Advanced

DESCRIPTION:

Hide different pieces of recyclable waste across the classroom or the schoolyard. Prepare a list of the number and type of items and three trash cans (one for plastic and metal, one for paper, and one for glass waste). However, do not actually include glass packaging as there is a risk of breakage and cutting; the bin for glass packaging acts only as a distraction, to increase the difficulty of the game.

Split the kids into one or two teams and let them choose a team captain and a name for the team. Give a paper sheet with the list of items to each of the team captains

and set a time limit (e.g. 10 minutes). The teams then have to find and gather as many items from the list as possible. After the allotted time is over, gather the teams around the bins. The players from each team will alternate to dispose of the items that their team has gathered in the corresponding bin (one item per player). The team that disposes of the most items properly wins the game.

Another way of playing the game is the teams alternate to 'hide and seek' the recyclable items. Given that the students are divided into two teams, one team goes out of the classroom while the other team hides the items around the room. The first team then collects and disposes of them. Meanwhile, the team that hid the items can give clues to the searching team.

ACTIVE GAMES

‘RECYCLE DANCE’

photo credit: BG Be Active Association

NEEDED MATERIALS: None

TIME: 10-15 minutes

LEVEL OF DIFFICULTY: Advanced

DESCRIPTION:

Arrange the students in a circle facing each other. Someone starts the game by naming a recyclable item (e.g. plastic bottle, old newspaper, jar) and choosing and showing a move (a jump, a twirl, a clap, putting both arms in the air, or anything else that pops up in your imagination). Going clockwise or counter clockwise, the next person in the circle has to say in what colour bin the item should be disposed of (colours depend on your country's colour-coding system for recycling plastic, metal, paper, and glass), repeat the moves so far, add their own move and finally, name another recyclable item.

For instance, if the first person says ‘plastic bottle’ and jumps, the next player should say ‘yellow bin’, do a jump and add a new move (e.g. a clap) and name a new item (e.g. newspaper). The next person would then say ‘blue bin’, do a jump, clap and add a move, and then say a new item. The next person repeats the actions. The game goes on until the first player is reached again and he/she has to say where the last item should be disposed of and repeat all the moves shown during the game.



ACTIVE GAMES

‘SMASH RACE’

NEEDED MATERIALS:

- Empty plastic bottles
- Empty milk boxes
- 2 recycling bins (colours according to your country's colour-coding system for plastic and paper)
- Chalk (optional)

TIME: 10-20 minutes

LEVEL OF DIFFICULTY: Advanced

DESCRIPTION:

Divide the students into two or more teams. Give each team an equal number of empty plastic bottles and empty milk boxes. Set a starting and ending point of a trace by marking them or using already existing markings like the end of the playing field. Arrange the teams in lines at the start of the race and place two recycling bins at the end, one for paper and one for plastic.

At your signal, the first player of the team has to remove the cap of his/her item (a plastic bottle or a milk box), reduce its volume by squeezing out all of the air, put on its cap again, and carry the item to the finish line and deposit it in the correct container. The player then has to run back to his/her team and tap the next player in line. You can diversify the game by allowing teams to

distribute specific tasks among themselves so that they are more efficient, e.g. only one person removes the caps of all items and another puts them on.

The team that properly deposits their items first wins. If an item is not disposed of in the correct bin, 10 seconds are added to the time of the team. If an item is in the correct bin but it is not smashed/its cap is missing, 5 seconds are added to the time of the team.

You can increase the difficulty of the game in a number of ways:

- Complicate the route – make it longer or curved (outline the route well and make sure the players stick to it).
- Make the game even more active – let the players cross the route with duck walking/jumps on one leg/jumps sideways/add areas that need to be passed in a certain way/add balls/ropes/hoops to the trace that the players have to interact with (provided that the game is played on a suitable surface).

photo credit: BG Be Active Association



Helpful tips



photo credit: BG Be Active Association

Teaching children to take care of the environment is an important part of their growing-up into responsible adults. Concepts like reducing, reusing and recycling play a key role in our society nowadays and should be taught from an early age, both at home and at school. Recycling also provides skills such as respect, sympathy, patience, responsibility and shows students the consequences of pollution. It teaches them about sustainability and shows them that we want to protect the environment in the name of future generations.

While environmental education can be achieved through a variety of methods, gamification often turns out to be the one of the most fun and engaging ways. As part of the initiative 'I want to be useful. Recycle me!' under the organisation's long-term programme _Spot Bulgaria, BG Be Active developed a short guidebook for teachers to support the promotion of recycling to its national network of schools. The guidebook serves as a continuation of the organisation's efforts to encourage responsibility for the environment among young people and provides the reader with step-by-step lesson plans which are easy to carry out and child-friendly. The 'Recycling Lessons' guidebook aims to help children become more responsible towards the environment because our future depends on them. By inspiring them and encouraging them to be more creative, we believe that we will set an example for schools #WithoutWaste and a waste-free future.

In the guidebook you will find:

- **Tips on how to instil responsibility into students by involving them in different activities**
- **Step-by-step lessons on sustainability with practical recycling activities**
- **Interesting facts supporting the topic of each lesson**

Please consult the guidebook at this [link](#).

photo credit: BG Be Active Association

To further supplement your lessons with activities that teach sustainability and care for the environment, while boosting the creativity of students, you can also introduce colouring and drawing as teaching methods. Created by BG Be Active in collaboration with the graphic design studio Punkt, the colouring book #WithoutWaste presents the opportunity to enjoy fun questions and colour pictures. At the same time, it teaches children to be responsible for their waste and encourages them to take care of their surroundings, both in the urban and natural environment. The colouring book was created as part of the initiative _Spot Bulgaria – Partnership for a Beautiful and Waste-Free Urban Environment and can be downloaded in PDF version or as separate pages to colour together with students, either in a printed version or digitally.

In the colouring book you will find:

- **Fun colouring and drawing tasks for children**
- **Questions related to sustainability and environmental protection**
- **Answers and practical tips for having a more environmentally-conscious lifestyle**

You can find the colouring book at this [link](#).



HELPFUL TIPS

INTEGRATING THE “GREEN” THEME INTO YOUR EUROPEAN SCHOOL SPORT DAY ACTIVITY



photo credit: [BG Be Active Association](#)

As school staff member participating in European School Sport Day, we invite you to take inspiration from the activity ideas above. If you want to keep it simple, making your activity “Green” doesn’t need to require much effort at all. It can be as easy as integrating waste collection into your existing activity or taking your school sport activities out into green spaces.

MAKING SCHOOL SPORT GREEN AGAIN – SIMPLE IDEAS

- Explore green spaces around your school for your sports activities
- Make your activities waste-free
- Try plogging – that’s environmentally-friendly jogging! (picking up litter as you go)
- Make your school environment better together – collect and dispose of waste on your school grounds or get digging to add some new plants or trees!
- Share your activities with Going Green in Sport themed social media posts tagged with #ESSD2022 #BeActive

Check out the video (edited & scripted by ISCA) and have fun this European School Sport Day:
https://youtu.be/PT_KrcD8EyA

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