

MATCHDAY FOR OUR PLANET

A Toolkit for Community-led
Climate Action through Football

 COMMON GOAL





Overview

Matchday for Our Planet harnesses the power of football to tackle climate challenges. It empowers organisations to integrate climate action into their programmes and craft their own climate stories. By engaging local communities and inspiring solutions, it supports a just, inclusive climate transition—enabling those most affected to build resilience and lead change.

Although this toolkit was developed by Football for Good organisations with Football for Good as the primary audience, it is equally valuable for a wide range of organisations that use sport as a driver of social change, including sports clubs, associations, federations, and other NGOs.

The Challenge

The climate crisis deepens existing inequalities, disproportionately impacting vulnerable groups. According to the IPCC (The Intergovernmental Panel on Climate Change is the United Nations body for assessing the science related to climate change), children born in 2020 will face a significantly higher frequency of heatwaves over their lifetimes compared to those born in 1960. Additionally, women face increased risks of violence and abuse during times of disaster. Communities most

affected by these challenges often lack access to the resources and support necessary to adapt and respond effectively.

We recognize the interconnected nature of climate and social issues and believe that collaboration with affected communities is crucial to fostering both societal and environmental transformation. Community leaders must be empowered as agents of change, and sport offers a unique and powerful platform to drive transformative social impact.

Football for Good organisations bring invaluable experience in addressing societal challenges within their communities. However, their capacity to actively engage in climate action is often limited by a lack of tools and resources. Furthermore, climate change directly impacts their ability to deliver programs safely and effectively.

As a global Network encompassing over 200 organisations, Common Goal is uniquely positioned to unlock the untapped potential of the Football for Good sector in addressing climate action. This toolkit focuses on bridging capacity gaps, equipping organisations to take meaningful action on climate issues.

Supporting Data for our Assessment

A survey conducted within the Common Goal (CG) Community (a movement of over 200 member organisations) provided additional insights:

- 98%** of organisations **experienced extreme weather conditions** within the past 1-2 years (54 respondents).
- 67%** reported **temporary unavailability of sports infrastructure due to extreme weather**, and **42% faced destruction** of facilities (52 respondents).
- 94%** of organisations had to **reschedule activities due to extreme weather**, while **100% reported having to cancel** activities at least once (36 respondents).
- 52%** experienced participant or coach **disengagement caused by extreme weather** conditions (44 respondents).
- < 20%** of organisations **feel confident** that their coaches and project managers are adequately trained **to handle extreme weather** situations (48 respondents).
- 23%** of organisations have a strategic **roadmap for addressing environmental issues** through educational, programmatic, or infrastructural activities and are actively implementing it (48 respondents).
- 22%** agree or **strongly agree** that their community members are **aware of local risks associated with climate change** (48 respondents).
- 23%** agree or **strongly agree** that community members are **taking action on environmental issues** in their personal lives, with an even smaller proportion (13%) taking action in their communities (48 respondents).





Goals of the Toolkit

→ Equip Football for Good Organisations with Resources

Provide tools and guidance to adapt programmes and address local climate issues.

→ Build Community Awareness and Resilience

Facilitate educational activities and storytelling that highlight climate impacts and encourage local involvement.

→ Develop Adaptable and Scalable Tools

Ensure the toolkit can be tailored to diverse contexts for both local and global impact.

Who Is the Toolkit For?

→ Football For Good Organisations, the primary audience

- Staff, administrators, or practitioners (coaches, social workers, teachers) in the Common Goal Community. While focusing on football, most of the methods featured in this document can be used by organisations leveraging sports other than football for social change.

→ Sports clubs, Sports Associations, Sports Federations, other NGOs, etc.

Beyond the Football for Good sector, organisations that use sport as a driver of social change will find relevant methods and activities in the Toolkit.

- Practitioners can use these methods in regular sessions or special events, ensuring ongoing learning.

→ Prerequisite

To engage effectively with the content of this toolkit, practitioners should have a solid understanding of climate change and its relationship with sport. While expertise is not required, having a basic background in these topics is important.

If needed, the following resources can help fill any gaps in context or knowledge.

- **Fields of Change handbook:** This handbook developed by Common Goal and Football For Future is dedicated to integrating environmental sustainability into grassroots sport. [Link](#)

- **Introduction to Sports for Climate Action – eLearning:** This e-learning course provides learners with the knowledge on basics on sustainability in sports. [Link](#)

Key Components

→ Capacity Building

- Training coaches, project managers, and staff to develop and implement climate-focused activities.
- Guiding organisations to identify and share local climate stories, fostering ownership and empowerment.

→ Community Engagement

- Interactive, football-based education addressing community-specific climate challenges.
- Strengthening coaches and staff to champion local climate solutions and advocate for change where it's most needed.

→ Innovation and Sustainability

- Merging football with climate education to leverage the sport's global appeal.
- Creating a foundation for long-term engagement, collaboration, and co-creation of solutions.

Structure of Toolkit, and how to use it

The toolkit is composed of 11 educational activities/methods.

→ Toolkit Structure Overview

Each method can be used on its own or combined for a progressive climate-action journey. Two core activities—"Where do You Play?" (by Spirit of Football) and the Fresco (by Football Ecology France)—introduce core roles and insights that other modules can build upon.

→ Toolkit Methods

- Game Announcement: The Ball and Alive and Kicking Case Study
- In the Locker Room: Where Do You Play?

- Tactic Talk: Football for Good Fresco
- Warmup: Spirit of Whispers
- First Half: FairPlay Football
- Second Half: SDG Theater
- Penalties
- Press Conference: SDG and Pledge Speed-Dating
- Training: Signing The Ball and 21-Day Pledge
- The Next Game: Open Space – Community Climate Action
- The Whole Season: Climate Action Calendar

→ Adaptation of the Activities

All methods are mainly linked to football. Nevertheless, they can be adapted for different age groups, local issues, and levels of discussion. They often feature real climate challenges faced by Common Goal organisations and even solutions they have pioneered.

→ Navigation in the Toolkit

The Snapshot Guide on page 6 offers an overview of all methods, supporting practitioners in navigating the toolkit and selecting the content and activities most relevant to their specific contexts.

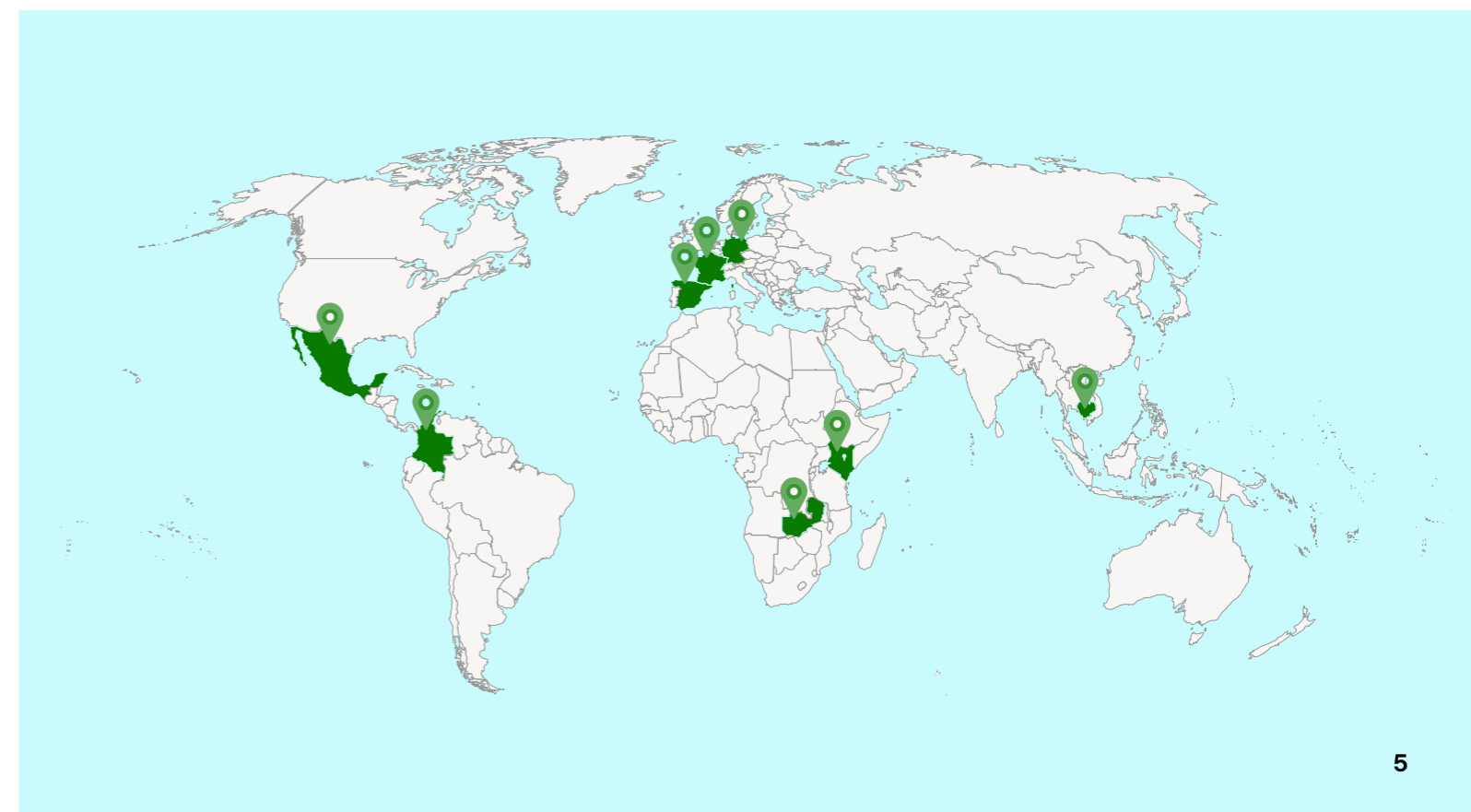
Our Game, Our Stories

By focusing on relatable football themes, **Matchday for Our Planet** helps participants connect their personal strengths to vital climate actions. Through role-playing, tactics, and shared storytelling, communities discover that cooperation, fair play, and innovation are as crucial off the field as on it. Together with Common Goal's broader climate strategy, this toolkit offers a practical and inspiring way for Football for Good organisations to champion climate justice—one match at a time.

Contributing Organisations

This toolkit was developed by Spirit of Football e.V. (Germany) and Football Ecology France (France) for the Common Goal Community. Thank you to the following organisations for their support in providing information to enhance the methods, testing the feasibility and relevance of the methods in their own contexts, and proofreading the resulting toolkit.

- Fundación Tiempo de Juego (Colombia)
- ISF (Cambodia)
- love.fútbol (Mexico)
- Moving the Goalposts (Kenya)
- Play it Forward (Zambia)
- Fútbol Más (Spain)
- Fútbol con Corazón (Colombia)
- Fundación Red Deporte (Spain)





Snapshot Guide: Methods Overview for Navigating the Toolkit

Method	Order	Length	Age	Group size	Place*	Type of activity	Sport	Climate knowledge requirements by facilitators	Level for participants	Page
1- Game Announcement: The Ball and Alive and Kicking Case Study	Beginning	15-30 min	>12	10-25	Pitch/Classroom	Knowledge, discussion, play-based	Multisport	Intermediate-Advanced	Beginner	12
2- In the Locker Room: Where Do You Play?	Independent, rather at the beginning	60-90 min	>8	<25	Pitch/Classroom	Discussion	Football Focus	Low	Beginner	16
3- Tactic Talk: Football for Good Fresco	Independent, rather at the beginning	120 min	>10	5-9 per facilitator	Classroom	Knowledge, discussion	Football Focus	Advanced	Beginner	21
4- Warmup: Spirit of Whispers	Independent	30-45 min	>10	8-25	Classroom	Creative	Multisport	Low	Beginner	26
5- First Half: FairPlay Football	Independent	60-120 min	>10	12-25	Pitch	Play-based, discussion	Football Focus	Intermediate	Beginner	30
6- Second Half: SDG Theater	Independent	60-90 min	>10	8-25	Pitch/Classroom	Play-based, discussion	Multisport	Intermediate	Beginner	35
7- Penalties	Independent	15-20 min	>8	flexible	Pitch	Play-based, knowledge	Football Focus	Intermediate	Beginner	38
8- Press Conference: SDG and Pledge Speed-Dating	Independent	15 min	>12	6-25	Pitch/Classroom	Discussion	Multisport	Low	Beginner	40
9- Training: Signing The Ball and 21-Day Pledge	End	15-30 minutes	>10	8-25	Pitch/Classroom	Taking action	Multisport	Intermediate	Beginner	42
10- The Next Game: Open Space – Community Climate Action	End	15-90 min	>12	12-28	Pitch/Classroom	Taking action, creative	Multisport	Advanced	Intermediate	45
11- The Whole Season: Climate Action Calendar	End	Variable	Variable	Variable	Variable	Taking action	Multisport	Low	Intermediate	48

* Pitch = either inside or outside, involves more space for movement.

Classroom = either inside or outside, calm background, requires tables/chairs/involves writing.



Method 1 Intro: The 17 Sustainable Development Goals (SDGs)

Before exploring climate-related topics in depth with participants, it is useful to establish a baseline understanding of the Sustainable Development Goals (SDGs), as they provide the global framework within which climate action is situated.

The Sustainable Development Goals (SDGs) are a set of 17 goals adopted by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. They are a global call to action to end poverty, protect the environment, and ensure that all people can enjoy peace and prosperity. The SDGs are interconnected and apply to every country. They aim to address the world's most urgent challenges, from inequality and hunger to climate change and education. By working towards these goals, we can build a fairer, healthier, and more sustainable future for everyone.

1. No Poverty

End poverty in all its forms everywhere. This includes helping people access basic needs like housing, healthcare, and education.

2. Zero Hunger

End hunger, improve nutrition, and promote sustainable agriculture to ensure everyone has enough healthy food.

3. Good Health and Well-being

Ensure healthy lives and promote well-being for all, including access to healthcare, mental health support, and disease prevention.

4. Quality Education

Provide inclusive, equal, and quality education for everyone, and promote lifelong learning opportunities.

5. Gender Equality

Achieve equality between women and men,

and empower all women and girls by ending discrimination and violence.

6. Clean Water and Sanitation

Ensure that everyone has access to safe drinking water, proper sanitation, and hygiene.

7. Affordable and Clean Energy

Make sure everyone has access to reliable, sustainable, and modern energy, such as solar or wind power.

8. Decent Work and Economic Growth

Promote jobs and economic growth that are fair, safe, and inclusive, and protect workers' rights.

9. Industry, Innovation and Infrastructure

Build strong infrastructure, promote sustainable industries, and encourage innovation and new technologies.

10. Reduced Inequalities

Reduce inequality within and among countries, making sure no one is left behind because of income, background, or identity.

11. Sustainable Cities and Communities

Make cities and communities safe, inclusive, and sustainable places to live, with good housing and transportation.

12. Responsible Consumption and Production

Use natural resources wisely, reduce waste, and promote sustainable ways of producing and consuming goods.

13. Climate Action

Take urgent action to fight climate change and its effects by reducing emissions and protecting the environment.

14. Life Below Water

Protect the oceans, seas, and marine life by reducing pollution and using ocean resources responsibly.

15. Life on Land

Protect forests, wildlife, and land ecosystems, and stop land degradation and loss of biodiversity.

16. Peace, Justice and Strong Institutions

Promote peace, justice, and strong institutions by reducing violence, corruption, and ensuring access to justice for all.

17. Partnerships for the Goals

Strengthen global partnerships and cooperation to achieve the SDGs through shared knowledge, resources, and efforts.

Sources: <https://sdgs.un.org/es/goals>
<https://www.undp.org/sustainable-development-goals>
<https://sdgs.un.org/goals>

Understanding the SDGs: The 5 P's and the Three Dimensions of Sustainability

The 17 Sustainable Development Goals can be grouped under five key themes, often called the 5 P's: People, Planet, Prosperity, Peace, and Partnership. These themes help to summarise the main areas the SDGs aim to improve.

→ **People** focuses on ending poverty and hunger

and ensuring dignity and equality.

→ **Planet** is about protecting natural resources and the climate for future generations.

→ **Prosperity** means ensuring that everyone can enjoy successful and fulfilling lives.

→ **Peace** promotes justice, fairness, and safe societies.

→ **Partnership** highlights the need for global cooperation to achieve these goals. The SDGs are also often grouped into three dimensions of sustainable development:

→ The **social dimension** includes goals related to health, education, equality, and peace.

→ The **economic dimension** involves goals that promote decent work, innovation, and economic growth.

→ The **ecological (or environmental) dimension** focuses on protecting the planet, including goals about water, energy, climate, oceans, and ecosystems.

These groupings help us see how the goals are connected, and why a balanced approach—addressing people's needs, economic development, and the health of our planet—is essential for real and lasting progress.





METHODS



Alive and Kicking: A Short Case Study to Bring the Game to Life

SDG-INTRO-GAME featuring the social enterprise Alive and Kicking as a real-life example. It can be used in any setting—indoors (e.g., classroom) or outdoors (e.g., football pitch).

Alive and Kicking (A&K) is a social enterprise—and Common Goal member—based in Africa that produces sustainable, high-quality footballs while creating fair-wage jobs for adults from vulnerable backgrounds (including people with disabilities).

They focus on:

- Local sourcing: 80% of ball materials are sourced locally.
- Hand-stitching and repair services ensure longer-lasting balls with a reduced carbon footprint.
- Minimal imports: Only the bladder is imported, shipped once a year to lower emissions.

Impact Highlights

- 1.1+ million balls produced
- 1,137 adults employed—many of whom had never worked before
- 53% of employees live with a disability
- 100% of offcuts are upcycled into other products

Through fair salaries, healthcare, pensions, and additional benefits, Alive and Kicking exemplifies social, economic, and environmental sustainability—key pillars of the UN Sustainable Development Goals (SDGs).

Videos

- Ball Production Process at A and K: vimeo.com/256593289
- Joyce's Story: vimeo.com/389711838

A Story of Empowerment: Joyce's Journey with Alive and Kicking

Meet Joyce, one of Alive and Kicking's dedicated ball stitchers in Kenya. When Joyce first connected with A&K she was seeking not just a job, but a way to overcome the inequalities often faced by people with disabilities in her community. For nearly three years now, she has found that opportunity—and so much more—at A&K.

Through her stable income and supportive work environment, Joyce has been able to return to school to train as a special needs teacher—an area in Kenya where educators are critically needed, yet remain incredibly rare. It's a dream that would have been out of reach without the financial security and personal encouragement she's received at A&K. In turn, Joyce's journey embodies the heart of A&K's mission: to provide meaningful employment that empowers individuals far beyond the workplace.

Joyce's vision is to create a ripple effect of awareness and opportunity for people with disabilities, showing them that they can pursue education and permanent, ethical employment. By following her passion, she not only invests in her own future but also serves as an inspiring role model in her community. Her story mirrors A&K's bigger purpose—to stitch together social impact, sustainability, and local development into every ball produced.

As we explore the UN Sustainable Development Goals (SDGs), Joyce's story stands out for its links to SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). It's a vivid example of how a single job opportunity can transform a life, a household, and, eventually, an entire community. Through Alive and Kicking, Joyce's determination is supported, celebrated, and multiplied—proving that real change can start with one strong stitch at a time.



Method 1: SDG-Intro-Game

Refer to introduction pages 8–10 for full method details.



GROUP SIZE
10–25 people



AGE
12 years and older



DURATION
15–30 minutes



MATERIAL and PREPARATION

- SDG Ball (Alive and Kicking's SDG-themed ball, if available) or SDG Cards
- Joyce's story (previous page)
- Open space (classroom or outdoor pitch) arranged so participants can form a standing circle without tables



METHOD'S GOALS

1. Warm up the group
2. Introduce participant names to each other (if unfamiliar)
3. Familiarize participants with the 17 SDGs
 - **Facilitation Tip: Not all participants will know the SDGs (well); introduce them in simple, relatable ways.**
4. Talk about Joyce's story (previous page)
5. Establish a personal connection to the SDGs through everyday experiences



INFO FOR THE TEAM

- Assess participants' SDG knowledge beforehand.
- One or two team members should be ready to share a personal SDG example to start off.
- Use Alive and Kicking's and Joyce's stories to illustrate how an organization can address multiple SDGs at once - e.g., SDG 1 (no poverty), SDG 3 (health and wellbeing), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities), SDG 12 (responsible consumption/production), etc.



CORE IDEAS

1. **Low-threshold intro**
 - An easy and engaging way to get acquainted with each other and the SDGs
2. **Personal connection**
 - Each participant ties their own everyday experiences or knowledge to one of the SDGs, making the goals more relevant and memorable.
3. **Inspiring example**
 - The real-life case of Alive and Kicking (told through Joyce) shows how sustainability can be woven into a tangible product—reinforcing the importance of SDG-related work in everyday contexts.



Sequence

A) Welcome and Introduction

- The team greets participants and introduces the concept of the 17 Sustainable Development Goals (SDGs).
- Mention Alive and Kicking briefly as a success story demonstrating social, economic, and environmental sustainability through football production.

B) Form a Circle

- All participants stand in a circle with the SDG Ball or SDG Action Cards.
- Explain that each colored hexagon on the ball/each card represents one of the 17 SDGs.

C) Demonstrate with A&K + A Personal Example

- A facilitator or team member goes first, holding the ball and talking about A&K and the story of Joyce, then reading any SDG that catches their

eye. If SDG cards are used, distribute one card to each participant.

- They share a quick anecdote or example of how that SDG relates to everyday life (e.g., recycling for SDG 12, composting for SDG 13, or workplace fairness for SDG 8).

Facilitation Tip: Focus at first on a few SDGs that resonate locally (e.g., gender equality, clean water) rather than trying to cover all 17.

D) Pass the SDG Ball

- The ball is thrown or handed to another participant.
- The new holder looks at the ball and reads the SDG they first notice.
- They then spontaneously share a personal thought, experience, or observation related to that goal—something from their life, their family, or the news/media.
- After speaking, they pass it on to another participant.
- If SDG cards are used, a normal football can still be passed around to include movement.



E) Continue Until Everyone Has Spoken

- Ensure each person gets the ball at least once.
- Encourage respectful listening—no one interrupts the speaker.

F) Group Reflection

- After everyone has shared, do a short debrief:
 - “Were there any surprises?”
 - “Did you realize how much the SDGs connect to our everyday lives?”
 - “Can you see parallels with what Alive and Kicking does?”
 - “Which SDGs does your organisation work on?”
 - “Is there a special story for your organisation that you can connect to the SDGs?”

Subsequently

Use the momentum from this intro game to dive deeper into discussions on:

- Overlap between personal experiences and global goals
- How real-life examples like Alive and Kicking illustrate multiple SDGs in action
- What actions participants can take in their daily lives or communities

By connecting the SDGs to participants’ personal stories, you help them see that global challenges—like those addressed by Alive and Kicking—are relevant and actionable on a local scale. This helps

to begin a storytelling process relevant for the organisation - helping them to eventually identify their own climate story/stories.

Extra: “SDG-Spiderweb”

Idea: A more advanced progression for this method is an adaptation of the classic team building game “Spiderweb”. The core difference with the previously explained method is that each participant not only has to share a personal thought, experience, or observation related to that goal from their daily life, but also relate it to the previous SDG. e.g. If the facilitator shares a quick anecdote about SDG 4 (Quality Education) and passes the ball to the next participant who gets SDG 16 (Peace, Justice and strong Institutions), this participant must come up with an observation, experience or reflection that connects both SDGs. If the next participant has SDG 2 (Zero Hunger), he shall then reflect on the connection between SDGs 16 and 2, and so on. This Variation requires a fluent relationship between the participant and the SDGs, which can be fostered among others through the practice of method #6 (SDG Theater). If available, a ball of yarn or string can replace the ball. By tossing this ball of yarn or string from one participant to the next one, the string helps to visualize the symbiosis between all SDGs. The yarn should remain taut as participants toss it across the circle, creating a web-like structure.





Method 2: Where Do You Play?

The “Where do you play?” method provides an engaging way to recognize personal strengths and team roles in the face of climate challenges. By mapping personality traits onto football positions, participants see that everyone has an important part to play in sustainability. Subsequent activities in this climate action toolkit will reference and deepen these insights—helping participants become effective environmental stewards in their communities.



GROUP SIZE
Up to 25 participants



AGE
8 years and older



DURATION
~60–90 minutes



LOCATION
On or near a football pitch (Alternatively, a classroom or other community space)



MATERIAL and PREPARATION
→ Cones, bibs, or markers to designate positions
→ Brief descriptions of each position (Goalkeeper, Defender, Midfielder, Striker, Coach, Fan, Referee, Caretaker)
→ Pens or markers
→ (Optional) Portable whiteboard or flipchart paper for notes



LEARNING GOALS
1. Recognize personal character traits and how they contribute to team/community efforts



CORE IDEAS

- Using Football Positions as Symbols**
 - This method uses positions like Goalkeeper, Defender, Midfielder, Striker, Coach, Fan, Referee, and Caretaker to represent different character traits and ways of engaging with environmental challenges.
- Foundation of the Toolkit**
 - “Where do you play?” is a central pillar of this climate action toolkit, setting the stage for more specialized activities. The insights gained here (about personal roles and teamwork) will be referenced and expanded in subsequent methods.
- Diverse Strengths for Collective Impact**
 - Just as every position in football is essential for a successful team, diverse skills and personalities are crucial in addressing climate issues—whether it’s preventing waste, reducing energy consumption, or rallying a community to action.



Goalkeeper

Characteristics

- Notices problems early, steps in at critical moments, confident acting independently, doesn’t mind what others think.

Environmental Stewardship Suggestions

- Identify and fix issues promptly (e.g., leaking taps, overuse of energy) and independently.
- Set up quick-response teams or simple reporting methods for potential environmental damage.

Example from the CG Community

- Tiempo de Juego (Colombia): In the Caribbean region, “Goalkeeper”-minded staff flagged extreme midday heat, prompting adjustments to training times and more shade—preventing health risks and maintaining pitch access.



Defender

Characteristics

- Organized, calm under pressure, does what needs to be done (no more, no less), maintains a good overview.

Environmental Stewardship Suggestions

- Quietly manage logistics (e.g., scheduling regular watering, checking solar panels).
- Keep systems running smoothly—like a community garden—so everyone benefits from a stable eco-friendly routine.

Example from the CG Community

- Play it Forward (Zambia): Staff with a “Defender” mindset maintain the organisation’s garden—ensuring the compost is turned and watering is done on schedule. By calmly handling these routines in the background, they keep resources flowing so children and youth always have fresh produce and a functioning eco-friendly space.



Midfielder

Characteristics

- High-energy communicator, bridges gaps, solves problems by listening first and then connecting people.

Environmental Stewardship Suggestions

- Organize community dialogues (e.g., on reforestation or plastic reduction).
- Facilitate partnerships between local environmental groups, schools, coaches and administration.

Example from the CG Community

- ISF (Cambodia): Midfielder-like staff got in touch with a local upcycling and second hand shop, which now runs awareness sessions on reduction, reuse and recycling, thus bringing kids, parents, and local officials together to tackle climate challenges.



Striker

Characteristics

- Bold, confident, takes initiative, leads by example.

Environmental Stewardship Suggestions

- Kickstart new green campaigns (e.g., no single-use plastics at matches).
- Perfect is often the enemy of good! Inspire others to learn by doing: e.g. planting trees, which will subsequently lead to the question of how to restore forests properly.

Example from the CG Community

- Love Fútbol (Mexico): Built a water-saving pitch that collects and stores rainwater—a “Striker” move demonstrating how a bold, visible solution can galvanize the entire community around conservation.
- Tiempo de Juego (Colombia) built a covered tribune next to the local football pitch to



protect children from the heavy sun, while using sustainable construction techniques and renewable energy. By recovering a space for the community, they opened both the conversation on how it is possible to be more sustainable and many other conversations: How to take care of this new space? Why is it important to keep it a safe space for children?



Coach

Characteristics

→ Recognizes individual talents and collective constellations, delegates effectively, takes hard decisions, keeps morale high—even under tough conditions.

Environmental Stewardship Suggestions

→ Recognize the momentum to wait, and to act. Detect possible opposition and allies for climate action.
→ Assign tasks (like water management or shade setup) to the right people, ensuring teamwork and safety.

Example from the CG Community

→ Spirit of Football (Germany): Thuringia is a region that consumes immense amounts of industrial meat. When organizing tournaments, using a Coach-mindset, SoF provides regional, organic, vegetarian and even vegan alternatives at accessible prices. This introduces high impact actions, while “dribbling” the intransigence that comes with imposition/prohibition.



Fan

Characteristics

→ Supportive, motivates, puts others first, spreads positivity.

Environmental Stewardship Suggestions

→ Celebrate small green wins (e.g., successful recycling or planting).

→ Encourage people to focus on actively noticing and acknowledging positive habits instead of falling into perfectionism and Eco-anxiety.

Example from the CG Community

→ Fútbol Más (Spain): Through the project “Sport Eye”, a “Fans” mindset applauds every environmental success — like proper waste disposal — motivating coaches and participants to stay consistent with new habits.



Referee

Characteristics

→ Fair, rule-focused, ensures accountability, reminds everyone of their commitments.

Environmental Stewardship Suggestions

→ Establish clear sustainability guidelines (e.g., no littering, responsible energy use).
→ Gently but firmly correct those who break environmental agreements.

Example from the CG Community

→ Football Ecologie France: Through their programs, “Referees” monitored clubs’ adherence to - among others - reducing single-use plastics and managing heat alerts—ensuring each team met its green commitments.



Caretaker

Characteristics

Questions norms, looks for valid reasons before acting, pushes for long-term solutions.

Environmental Stewardship Suggestions

Challenge wasteful practices (e.g., excessive paper use, unnecessary tree cutting). Advocate for thoughtful policy changes or resource allocation.

Example from the CG Community

Moving the Goalposts (Kenya): A staff member

posted a photo of a cut-down tree during pitch expansion. The “Caretaker” mindset led to rethinking field plans, offering tree-planting training to prevent deforestation.

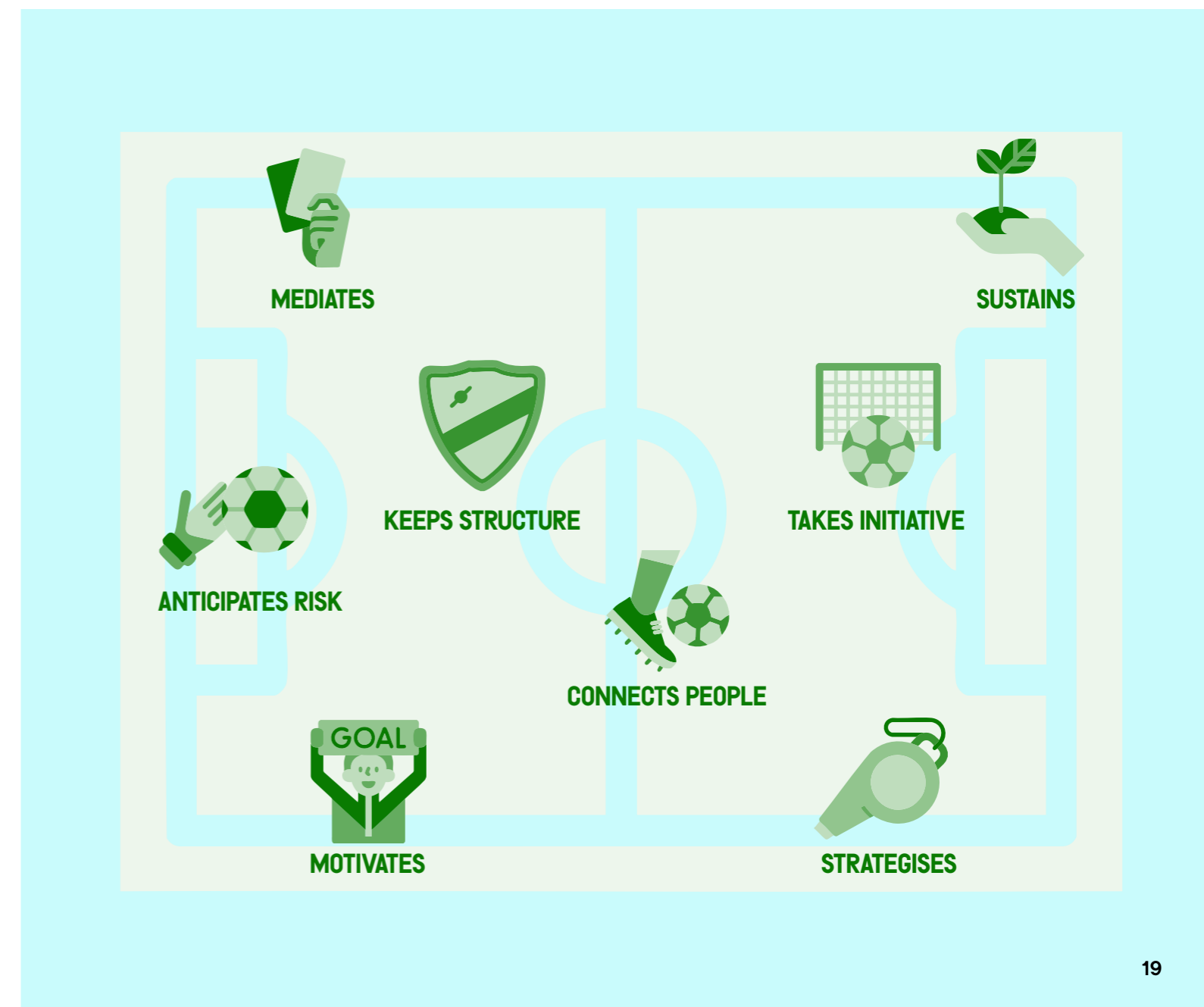
Use these position-based ideas to help participants see how **every role** contributes to **environmental sustainability**—both on the pitch and in their communities.

Parallelism to Forest Restoration: As Tiempo de Juego learned while developing their ECO Games at the Amazonas, to restore a forest does not just mean “planting big trees” (strikers), but also respecting the other stages and actors (positions) necessary to

bring the ball forward (herbs, plants, smaller trees + interactions with insects, etc).

In a 4-4-2, usually the two strikers get most of the attention. The Goalkeeper sometimes doesn’t even get mentioned! One of the goals of this method is to reflect on the consequences of such a mindset on the creation of role models that should fit everyone, generating frustration and resentment among those who don’t get the spotlight.

Find more: <https://www.morfo.rest/article/forest-succession-reforestation-natural-regeneration-complementary>





Sequence

A) Introduction (Circle at the Pitch or in the Classroom)

- Bring everyone together in a circle.
- Explain that just as a football team needs various positions to succeed, a community needs diverse personalities and roles to tackle environmental challenges.

B) Presenting the Positions

- Place cones or markers around the field or room to symbolize each position (Goalkeeper, Defender, etc.).
- Move around each marker, giving a brief description of the traits and the climate action examples associated with it.

C) Choosing a Position

- Invite participants to stand at the position that best matches their usual role in a specific context that is applicable to them:
 - Family (at home)
 - Coaching / staff team (in Football for Good organisation)
 - School class or football team
- Emphasize that it's not about where you play on a football field but it's about personality traits

and strengths.

- After the above positions, ask participants to stand at the position that best showcases their personality in terms of taking climate action.

D) Group Discussions

- Form small groups (e.g. all Goalkeepers together, all Midfielders together) or mix them to get diverse perspectives.
- Encourage participants to connect their chosen position to real local environmental issues—like water scarcity, littering, or local conservation efforts.

E) Reflection and Wrap-Up (Back in a Circle)

- Ask for volunteers to share key insights.
- Highlight how every role has a place in climate action.
- Remind them that this is the core method: future activities in the toolkit will build on these roles to show how participants can translate their strengths into meaningful environmental projects.
- Highlight that participants can change positions throughout the methods if they resonate with different aspects of the proposed situations and constellations.



Method 3: Ecological Football Fresco

The football fresco is a fun, educational and collaborative workshop, using collective intelligence to educate around the impact of football on the climate. It is played in a classroom setting.



GROUP SIZE

14 people for 2 tables/facilitators (if more facilitators are available, the group can be bigger - around 7 people per facilitator)



AGE

10 years and older



DURATION

2 hours



LEARNING GOALS

1. Understanding the environmental impacts of football and the links with today's major ecological issues (climate, biodiversity, water, energy, resources, waste) through a creative and game-based approach
2. Raising awareness around climate change and how individuals and groups can drive concrete change
3. Find individual and collective solutions for protecting the environment through football and everyday life, and motivate participants to take action.



MATERIAL AND PREPARATION

→ 5 batches of cards. Cards can be downloaded via [this link](#) in a Powerpoint format. The cards should be individualised for each organisation by adding relevant data where indicated. This can also be done in collaboration with local partners like environmental experts to make the content of the cards even more relevant

- Batch 1 (red): the key elements of your organisation
- Batch 2 (yellow): the hidden sides of these elements
- Batch 3 (light blue): the environmental impact of these hidden sides
- Batch 4 (dark blue): major environmental issues
- Batch 5 (green): solutions for reducing climate impacts and taking positive climate action
- **Tip: If certain content seems too detailed for younger kids, simplify or reduce the number of elements to fit.**

- 1 table per 7 participants
- Large pieces of paper covering the table (2x1m)
- Pencils, crayons, post its
- 1 football
- 1 whiteboard (to write the scores on)

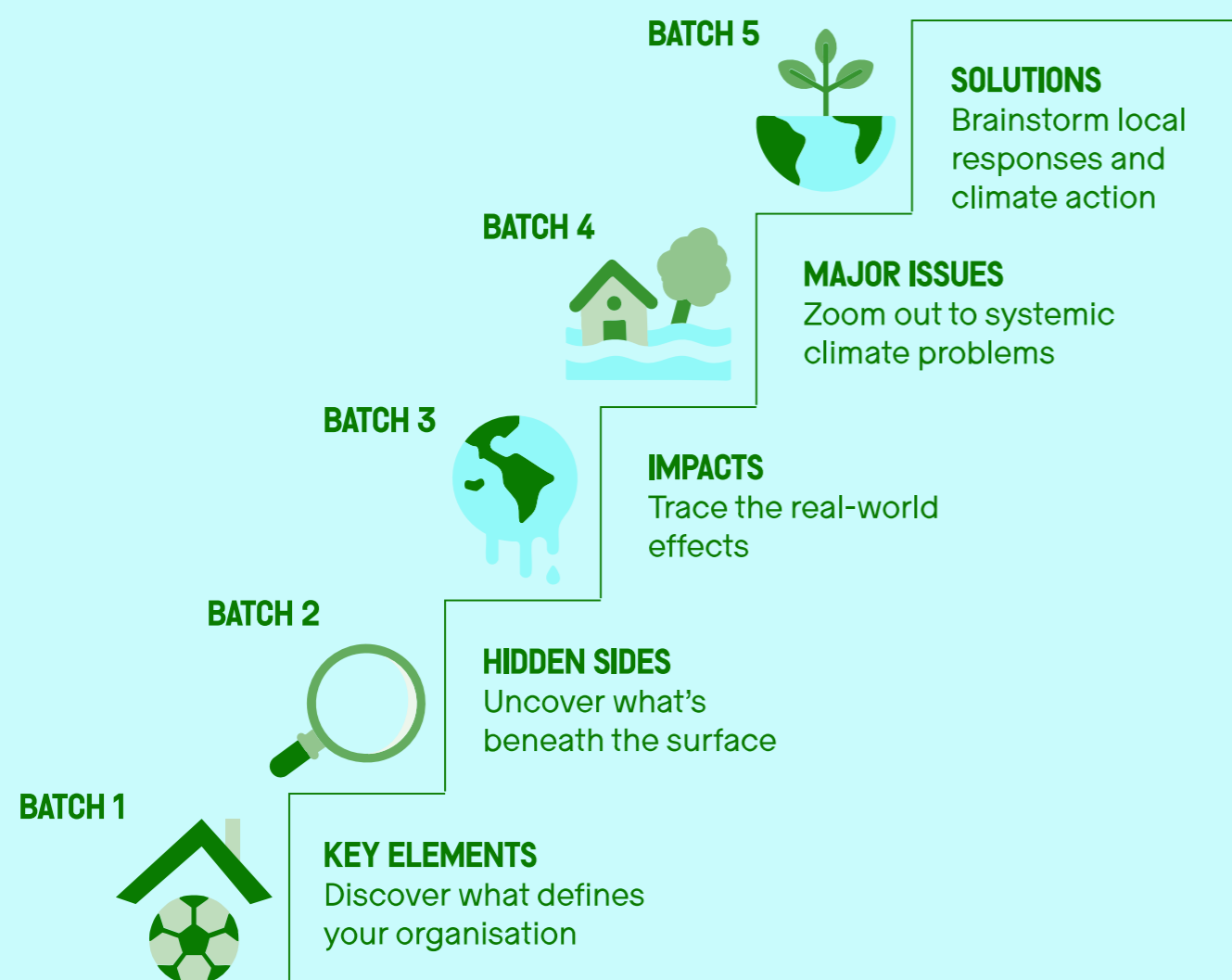




INFO FOR THE TEAM

- In an ideal scenario, the group can be separated into teams of maximum 7 people, with every team having one facilitator to animate the table, and one moderator to animate the general game (who can also facilitate one table at the same time).
- Prepare all tables with 1 large piece of paper on it, and pens, crayons and post its ready to use

- There is also an option to issue Yellow or Red Cards in case players misbehave, make inappropriate remarks or insult another player, or severely disturb the game. In the event of a Red Card, the player must remain silent until the end of the current batch. They are allowed to speak again in the next batch. These rules need to be clearly explained at the beginning of the game.



Sequence

A) Warm-Up (10 minutes)

- Bring all participants together in a circle
- The moderator introduces themselves by saying their name, their favorite player or team, and why they are here today, and then passes the ball to another player in the circle
- The warm-up ends when everyone had a chance to speak and introduce themselves

B) Introduction of the game and teams (5 minutes)

- The moderator explains the objective and rules of the game, and then divides the participants into groups of max. 7 people
- Each team goes to one table with their facilitator, and chooses a team name
- The moderator writes all team names on a whiteboard and starts the game

C) Phase 1: The key elements of your organisation (10 minutes)

- Each table's facilitator asks their team what the key elements of your organisation are in their opinion.
- The team brainstorms with the support of the facilitator, and with each correctly guessed element the facilitator places the according card on the table
- If at least 5 out of the 7 elements are correctly guessed, the team gains 1 point (noted on the whiteboard by the moderator)

D) Phase 2: The hidden sides of these elements (15 minutes)

- The facilitators hand out the second batch of cards to the teams
- Participants read the back of each card out loud, and then the card is placed on the table
 - **Facilitation Tip: If you want to make it even more interactive, you can ask a question that is linked to the fact on the card and discuss it before handing out the card.**
- Participants must make connections between the cards of batch 1 and batch 2 by drawing arrows or other connecting elements (tip: have participants

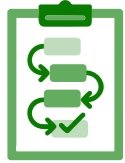
- discuss the connections first, and only draw them in a second step when everyone agrees)
- The facilitator encourages participants to discuss the different cards and, where possible, gives prompts or brings in additional knowledge, anecdotes, insights or, if needed, corrections
- If all cards are correctly placed and linked, 1 point is earned and noted on the whiteboard

E) Quiz Round and Mercato (5 minutes)

- As a short break of the normal game, a quick football quiz will be played
- All participants gather in the middle, separated into their teams
- The moderator reads out a question of general football knowledge (or other questions if preferred) and participants raise their hands if they know the correct answer. The first person to raise their hand answers, and if the answer is correct, their team earns one extra point
 - Questions can be developed according to the regional context and knowledge of the participants. They can be around top scorers, important game results, funny trivia, or else. It is encouraged to ask questions around both men's and women's football.
- In total, around 3-5 questions will be asked
- If required, the "Mercato" option can be activated: exchange of a participant between the teams to rebalance them, or to separate two people if they tend to interrupt the game (for games with younger participants)

F) Phase 3: The environmental impact of these hidden sides (20 minutes)

- The facilitators hand out the third batch of cards to the teams
- Participants read the back of each card out loud, and then the card is placed on the table
- Participants must make connections between the cards of batch 2 and batch 3 by drawing arrows or other connecting elements (tip: have participants discuss the connections first, and only draw them in a second step when everyone agrees)
- The facilitator encourages participants to discuss



Method 4: Spirit Of Whispers

Spirit of Whispers is a powerful tool for participants to visualize and discuss their own stories of climate change in a nonverbal way. By fusing local realities with global inspiration, they can craft climate stories and climate action that truly resonate with themselves, funders, partners, and the wider community.



GROUP SIZE

8–25 participants (split into small groups of 4–6)



AGE

10 years and older



DURATION

30–45 minutes



MATERIAL and PREPARATION

- Large sheets of paper (A4 paper, flipchart or poster size paper)
- Colored markers, pens, or crayons
- (Optional) Background music (instrumental only)
- Timer or watch/phone for keeping track of rounds



LEARNING GOALS

1. Creative Storytelling

- Encourage participants to illustrate the local impacts of climate change (e.g., extreme heat in Cambodia, floods in Colombia, or deforestation in Kenya) and imagine solutions, nonverbally.
- Lay the foundation for a shared climate action narrative that can inspire funding proposals, partnerships, or program planning.

2. Team Collaboration and Respect

- Foster collaborative creativity by expanding one another's sketches without verbal explanations.
- Enhance empathy and respectful engagement by exploring how different perspectives merge into one story.

3. Vision for Climate Action

- Identify core climate challenges and brainstorm potential community interventions.
- Translate these visuals into powerful stories highlighting the organisation's unique approach, as seen in Common Goal groups tackling real issues—from water shortages to deforestation to extreme heat.



CORE IDEAS

1. Visual Brainstorming for Climate Stories

- Rather than lengthy discussions, participants sketch how climate change affects their community and enrich each other's drawings.

Real Example: ISF Cambodia noted how intense heat and shifting rainy seasons disrupted training. One group's drawing might show children on a pitch with scorching sun, later expanded to include water tanks or shade structures for relief.

2. Nonverbal Collaboration

- By building on teammates' drawings, participants combine varied viewpoints into a single story that could reflect flooding in Colombia (as described by Tiempo de Juego) or water-storage pitches (shared by Love Fútbol).

Real Example: Love Fútbol spoke of constructing a rainwater-collecting pitch in Mexico. Another group could draw a pitch with water barrels and green plants, symbolizing how a once-problematic flood became a resource for the community.

3. Launchpad for Action and Funding

- Once the drawings are done, organisations can transform this imagery into climate action stories that resonate with funders, partners, and local stakeholders.

Real Example: Moving the Goalposts (Kenya) described concerns about drought and tree-cutting around their fields. A group's final picture might highlight reforestation or 'Switch It Off' energy-saving efforts, showing how small steps can inspire real solutions.





Sequence

A) Introduction (5 minutes)

→ Welcome and Purpose

- Explain to participants they'll be creating a collective visual story of local climate impacts and potential solutions—using images only, no words.

→ Form Groups

- Divide into teams of 4–6 around a large sheet of paper.

B) Creative Drawing Rounds

(15–20 minutes)

→ Prompt

- Provide guiding questions to focus on real issues and actual solutions:
- “What local climate challenges does our community face, and how might we address them—like some of the groups in Colombia, Kenya, Cambodia, or Mexico?”

→ Round 1 (2–3 minutes)

- Each participant sketches or symbolizes their initial idea—no speaking, just drawing.
- This could be a dry riverbed, a scorched football pitch, a flooded street, etc.

→ Round 2 and Beyond

- Rotate or slide the paper so participants add to someone else's drawing.
- Illustrate solutions, emotions, or community responses (e.g., setting up shaded stands, rainwater harvesting, or cleanup campaigns).
- Continue in silence to let visual thinking lead.

C) Sharing and Interpreting

(15–30 minutes)

→ Group Presentations

- One representative from each group holds up the final drawing, describing how it tells a climate story.

→ Intent and Evolving Meaning

- The facilitator asks other teammates what they intended with certain symbols.
- Highlight how multiple angles (heat + deforestation + floods) can come together in one narrative—mirroring how real communities face interconnected climate issues.

→ Storytelling (prompted by examples from Common Goal Community)

- Mention how Common Goal member organisations have shared stories of heat, flooding, deforestation—all real.
- Challenge participants to further depict their own realities or insights from these examples.
- **Facilitation Tip: Reinforce that climate change and social justice issues are complex—help participants see they can make a difference by acting locally.**
- Suggest they keep in mind specific stories like ISF Cambodia's experience with extreme heat or Tiempo de Juego's struggles with flooding—letting these spark ideas for their own story(board) and potential climate action(s).

→ Our Climate Story

- Reflect on how participant ideas and visuals could become compelling stories for their organisation and the basis of ideas for action:
- Encourage them by asking: “How can you tell your climate story to potential funders or partners? How can you develop ideas into actions like Love Fútbol and Tiempo de Juego did?”
- Funding pitch: “We want to replicate Love Fútbol's water-saving pitch in our region—here's our vision.”
- Partnership: “We want to team up with local authorities to do a tree-planting campaign, like Tiempo de Juego approached reforestation in their Amazon project.”

Extra: “Where do you Play?” - Position-Based Reflection Questions

Idea: When reflecting on the finished collaborative drawings, guide participants to reflect from the perspective of their chosen roles in “Where Do You Play?”:

- **Goalkeeper:** “What potential problems do I see arising from these solutions? How can I ‘save the day’ if an issue pops up?”
- **Defender:** “How do we ensure implementation of idea(s) without breaking the back of our organisation and its core mission?”



- **Midfielder:** “Who else needs to be involved? How can we link different people or resources to improve the project?”
- **Striker:** “How do we launch bold, new ideas to tackle climate challenges head-on?”
- **Coach:** “What's our strategy? How do we delegate tasks effectively?”
- **Fan:** “How do I motivate everyone and maintain enthusiasm?” A social media post (image, video)? Personal story? Create a poster or banner at the training location / team meeting room / office?”
- **Referee:** “How do I keep our plan on track and ensure we follow the rules we set?”
- **Caretaker:** “Which hard questions do we need to ask now and what things need to be changed to ensure long-term success?”

Result: These questions add depth to the Spirit of Whispers visuals, aligning them with concrete next steps that tap into each participant's strengths.

Tips for success

Encourage Imperfection

Simple sketches are often the most impactful—prioritize clarity over artistic skill.

Leverage Real Stories

Football For Good organisations are natural storytellers. Reference concrete examples (like those from ISF Cambodia or Moving the Goalposts) to stimulate local solutions.

Stay Hopeful

The subject of climate challenges is serious, but keep a positive outlook—focus on potential successes, such as reusing wasted resources or finding local alliances.

Follow-Up

Encourage participants to turn the final drawings into a short narrative or “pitch deck”—mirroring how Common Goal members have used stories to gain funding and build partnerships.

Why it works

Visual Engagement

Art taps into emotions and creative problem-solving differently than discussion alone.

Empowerment

Nonverbal co-creation invites everyone to contribute—regardless of literacy or public-speaking confidence.

Direct Inspiration

Drawing upon real examples from Common Goal interviews demonstrates feasibility—if others have tackled similar issues, it's possible here too.

Catalyst for Action

By the end, participants have a shared vision that can inform climate action as well as grant applications, community proposals, or local advocacy.





Method 5: Fairplay Football

FairPlay Football is a hands-on method that teaches respectful, inclusive play by blending fair play rules with social and climate handicaps, mirroring real-world issues like drought or corruption. After a warm-up, teams practice a stop-ball rule ensuring every player has safe time to pass. Later, handicaps like Plastic Waste Everywhere or Silent Football simulate climate and social injustices, offering first-hand empathy-building. Enjoy FAIRPLAY FOOTBALL, and let these handicaps help participants connect fun, team spirit, and real-world learning about climate change and social justice.



GROUP SIZE
12–25 people



AGE
10 years and older



DURATION
60–120 minutes



MATERIAL and PREPARATION

- Cones
- Bibs
- 1 x SDG Ball (if available)
- 1–2 additional balls
- Whistle
- Template “Handicap List”
- Template “Where do you Play?”
- Game field and goals (poles, cones, bags - whatever is available locally)
- Loudspeaker and music *(Optional) the SoF [Spotify playlist](#) for warm-up and game



CORE IDEAS

In FairPlay Football, six FairPlay rules form the basis for inclusive and respectful football. A key ingredient is the stop-ball rule:

- The player with the ball stops it under their foot
- They have 3 seconds to look around
- Then they pass the ball on
- During these 3 seconds, no one is allowed to attack or tackle them (think of a safe social distancing „bubble“ radius - 1.5 meters distance)

After one or two rounds of play, introduce handicaps that simulate challenges such as climate change and social injustice. These handicaps help players experience what it is like to face difficulties or exclusion.



LEARNING GOALS

1. Practice and embed fair play rules
2. **Facilitation Tip: Introduce fair play rules not just on the pitch but as a shared mindset for the entire session or workshop.**
3. Encourage inclusion of all participants (teamwork)
4. Foster a respectful communication culture
5. Understand and experience social injustices caused by climate change and other crises (through handicaps)



INFO FOR THE TEAM

- Assess participants' SDG knowledge using the A&KSDG Ball.
- Encourage connection to the SDGs by creating a team name, chant, or celebration related to an SDG / climate action theme.
- Balance gender and football ability in mixed teams.
- The moderator also acts as the referee, holding the “Handicap List.”
- Encourage and participate in goal celebrations!

- Invite players to change positions within their teams frequently.
- Demonstrate exaggeratedly clear FairPlay (be a role model).
- FairPlay rules: no dribbling, take your time, no tricks, stop-ball rule, keep the ball on the ground, integrate all participants, communicate, give praise, share high fives, and have fun!
- Use music from the SoF playlist for warm-up and during games.





Sequence

A) BEFORE THE GAMES BEGIN

→ Warm-Up

- Jogging, stretching, and light exercises, accompanied by music.

→ Introduction to the FairPlay Rules

- Explain the six FairPlay rules clearly.
- Invite questions to ensure everyone understands.

→ Team Formation

- Decide teams of 4–8 players (depending on group size and pitch).
- Ideally, place one educator in each team to play alongside participants.

→ Moderator and Referee

- Introduce the person who will moderate, referee, and hold the handicap list.

→ Team Identity

- Each team creates a team name, a goal celebration choreography, and a motivating, fair team chant.
- Presentations of names/choreographies/chants are applauded.

→ Choose Two Teams to Play First

- Other teams watch and cheer from the sidelines - they can comment on FairPlay compliance or be DJs (playing music).

→ Enter the Field

- Teams run onto the pitch to the “Champions League Anthem,” celebrated by fans and waving to imaginary fans.

→ Handshake

- Both teams line up, shake hands with honest eye contact or use another culturally appropriate gesture signaling respect

→ Kick-Off

- Decided by rock-paper-scissors.
- The referee blows the whistle to begin the first match.

B) DURING THE GAMES

→ Music and Atmosphere

- Background music (SoF Playlist or own DJing) to create an energetic vibe.

→ Scoring and Celebrations

- All participants celebrate goals together—both teams (and fans) included.

- **Facilitation Tip: Use non-competitive formats (i.e. don't count the goals) to keep the focus on learning and cooperation rather than winning.)**

→ End of Each Match

The referee blows the whistle after 5–10 minutes.

- Teams shake hands with eye contact afterward.

C) INTERIM-FEEDBACK (AFTER EACH TEAM HAS PLAYED)

→ Short Reflection

- Everyone sits in a circle.
- Use a “talk-ball” (e.g., the SDG Ball) to ensure one speaker at a time.
- Moderator invites observations and potential improvements for upcoming matches.
- **Facilitation Tip: Give enough discussion time for participants to reflect on what they learned, and to connect lessons to real life.**

→ Preparation for Climate Handicaps

- The moderator announces that during the next rounds, when the music stops, everyone must freeze.
- The moderator will introduce “climate handicaps” that change the game.

Using “Where Do You Play?” method to Reflect on Handicaps

Idea: When you introduce climate handicaps (like Plastic Waste Everywhere or Drought and Desertification), invite players to think about how their chosen “Where Do You Play?” role would respond to the handicap.

→ Practical Example:

- “You’re a Caretaker: you always ask critical questions. How would you call out the team if you see plastic trash on the field?”
- “You’re a Midfielder: how do you link players and fans together to handle an extreme heat scenario?”

Benefit: This merges the climate injustices with specific player strengths—illustrating how a Goalkeeper or Referee personality might lead the group in coping with or discussing each handicap.



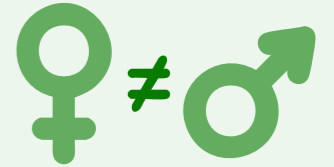
PLASTIC WASTE EVERYWHERE (SDG 13)

Rubbish covers the field; play around it



GENDER INEQUALITY (SDG 5)

One gender exits the field



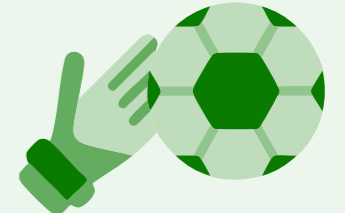
SILENT FOOTBALL – CLIMATE INJUSTICE (SDG 10)

One team plays in silence



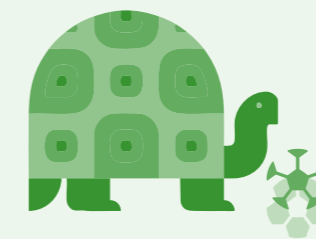
PENALTY KICK WITHOUT A GOALKEEPER (SDG 16)

Unfair penalty for one team



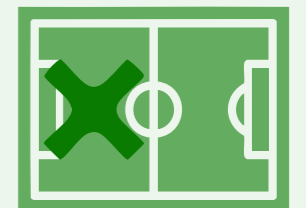
AIR POLLUTION (SDG 3)

All players move in slow motion



CLIMATE REFUGEES (SDG 13 AND SDG 5)

Team restricted to one half of the field



PEACE AND PARTNERSHIP (SDG 16 AND SDG 17)

Dance party, no teams





General moderation tips

Set Context

- Blow the whistle and briefly describe each handicap. Highlight true stories from Colombia, Kenya, Zambia, Cambodia, or Mexico to ground the scenario.

Creative Pairing

- Combine two handicaps at once (e.g., Air Pollution + Plastic Waste) to mirror compounding problems faced by organisations with limited infrastructure.

Debrief and Reflection

- After each round, ask participants how it felt—did it frustrate them, inspire them, or open their eyes to real challenges?
- Encourage discussion on possible solutions or local parallels.

Hope and Action

- Emphasize how many Common Goal members are creating practical responses—like recycling drives, reforestation, or adapted training—reminding participants that real solutions exist alongside real hardships.

By aligning each Climate Handicap with actual stories from Common Goal organisations, you bring

greater authenticity and impact to the learning experience. Players can literally step into real challenges—like extreme heat in Colombia or rising sea levels in Kenya—fostering empathy and sparking fresh ideas for positive change.

Final feedback (seated circle)

Reflect on Handicaps

- Which handicaps were introduced?
- How did they change the game experience?

Real-World Connections

- Do you see any of these climate/social issues in your own community?
- Which climate change situations do we face globally or locally?

Action Steps

- What can we do (as individuals or as a group) to address these issues?

One-Sentence Summary

- Invite each person to summarize today's session in one sentence.

Closing Ritual

- Everyone puts a hand in the middle, shouts "One Ball, One World!" together, and throws bibs in the air to celebrate.



Method 6: SDG Theater

By acting out the 17 SDGs, participants artistically explore and reflect on sustainability themes while strengthening group unity. Whether tackling real challenges like plastic reduction or tree planting—inspired by Common Goal partners—SDG Theater gives them a memorable, fun way to bring the Goals to life and spark tangible ideas for ongoing climate and social initiatives.



GROUP SIZE

8–25 people



AGE

10 years and older



DURATION

60 to 90 minutes



MATERIAL and PREPARATION

- PowerPoint slide or cards and posters focusing on the SDGs (optional)
- Space to simulate a theater stage and auditorium with audience seating
- Markers/Paper for planning scenes if needed



INFO FOR THE TEAM

- **Team Participation:**
 - Join participant groups, playing moderator, timekeeper, or even a small cameo role if needed.
- **Time Constraints and Variations:**
 - Scenes can be replayed in shorter intervals (e.g., 30 seconds, then 15 seconds) to distill the message.
- **Reflection:**
 - Ask how it felt for actors and observers, connecting the scene to real-life parallels.



LEARNING GOALS

- 1. Expand SDG Knowledge**
 - Introduce and deepen understanding of the 17 SDGs through hands-on, creative exploration.
- 2. Artistic and Experiential Learning**
 - Strengthen group bonds and imaginative thinking via theater role-play.
- 3. Practical Relevance**
 - Link the SDGs to everyday life by co-creating short scenes that depict real or hypothetical local/global issues and connect various SDGs together.



CORE IDEAS

- Unusual Approach to the SDGs: Participants act out various Goals, forging an emotional and memorable link to sustainable practices.
- Role-Play and Reflection: Through small-group scene development, players collaborate, reduce complex ideas into clear messaging, and view the SDGs and their interconnectivity from fresh perspectives.



Real Examples from Common Goal Network members:

1. Forest-Protection Drama (Tiempo de Juego, Colombia)

- SDGs Involved: 5 (Gender Equality), 13 (Climate Action), 15 (Life on Land), 17 (Partnership)
- Scene Concept: A small Colombian community faces rampant deforestation. Women leaders (SDG 5) collaborate with local youth and environmental groups (SDG 17) to guard the forest (SDG 15) and adapt farming practices in the face of changing weather (SDG 13). The scene might show villagers replanting trees, debating sustainable livelihoods, and celebrating equal participation in decision-making.

2. Plastic Waste and Community Health (ISF, Cambodia)

- SDGs Involved: 3 (Good Health), 8 (Decent Work), 12 (Responsible Consumption), 13 (Climate Action)
- Scene Concept: A neighborhood struggles with piles of plastic threatening public health (SDG 3). Together, they form a small recycling initiative (SDG 12) that creates new local jobs (SDG 8) and reduces pollution contributing to climate issues (SDG 13). Actors can depict residents brainstorming eco-business ideas, wearing masks due to trash fumes, then triumphantly launching a trash-collection program to improve health and livelihoods.

SEQUENCE

A) Warm-Up (15 minutes)

Choose one of several warm-up games (FREEZE, COUNTING, SMALL TRAFFIC LIGHT) to loosen up participants and practice expressive skills:

→ FREEZE

- Introduce 4 walking tempos (slow-fast), then 4 actions triggered by a signal (e.g., “shout an SDG phrase,” “squat jump,” etc.). Have participants move around and announce the tempo in which they need to walk, continuously changing it. Throughout the movement, give the different signals to have participants perform the action.

→ COUNTING

- The group must count collectively to a set number (e.g., 20). If two people say the same number, they start over—boosting teamwork and focus.

→ SMALL TRAFFIC LIGHT

- Participants build a still image one by one (e.g., “I am a stone”), then add new elements and freeze. Promotes spontaneity and creativity.

→ Facilitation Tip:

- **Encourage coaches to tap into a playful spirit; enthusiasm helps participants let go of fear or hesitation.**

B) Group Formation and SDG Distribution (5 minutes)

→ Divide Participants

- Count off (1,2,3,4) to form up to 4 groups.

→ Assign SDG Blocks / Cards

- Randomly distribute all 17 SDGs among the groups (each group gets 3–5 Goals).

→ Task

- Each group brainstorms how to incorporate as many of their SDGs into one theater scene.

C) Scene Development (15–20 minutes)

→ Plan the Scene

- Groups clarify WHO (characters), HOW (relationships), and WHAT (the main problem or conflict).

→ Role-Play Guidance

- 1st person sets the “WHERE” by action, 2nd person shows the relationship, 3rd person introduces the main conflict.

- Example: Group with SDGs 13 (Climate Action), 12 (Consumption), 2 (Zero Hunger) might act out a food insecurity scenario highlighting plastic waste.

→ Team Support

- A team member in each group may guide the scene if needed but let the group lead.

D) Theater Presentations (30 minutes)

→ Stage Set-Up

- Arrange chairs for the audience, create a small stage area. Play intro music (like 20th Century Fox fanfare), line-up audience members to create a “human curtain” that another member opens by pulling on an imaginary curtain cord

→ Perform the Scenes

- Each group performs. Audience (all other groups) applauds at the end.

→ Feedback Discussion

- “What SDG did you see and Why do you think that particular SDG was present?” The audience tries to guess the SDGs in the scene - using the SDG speaking ball. Whoever has it can guess an SDG and why?
- “Are there parallels to real life, like youth-led reforestation (Moving the Goalposts in Kenya) or tackling plastic (ISF in Cambodia)?”

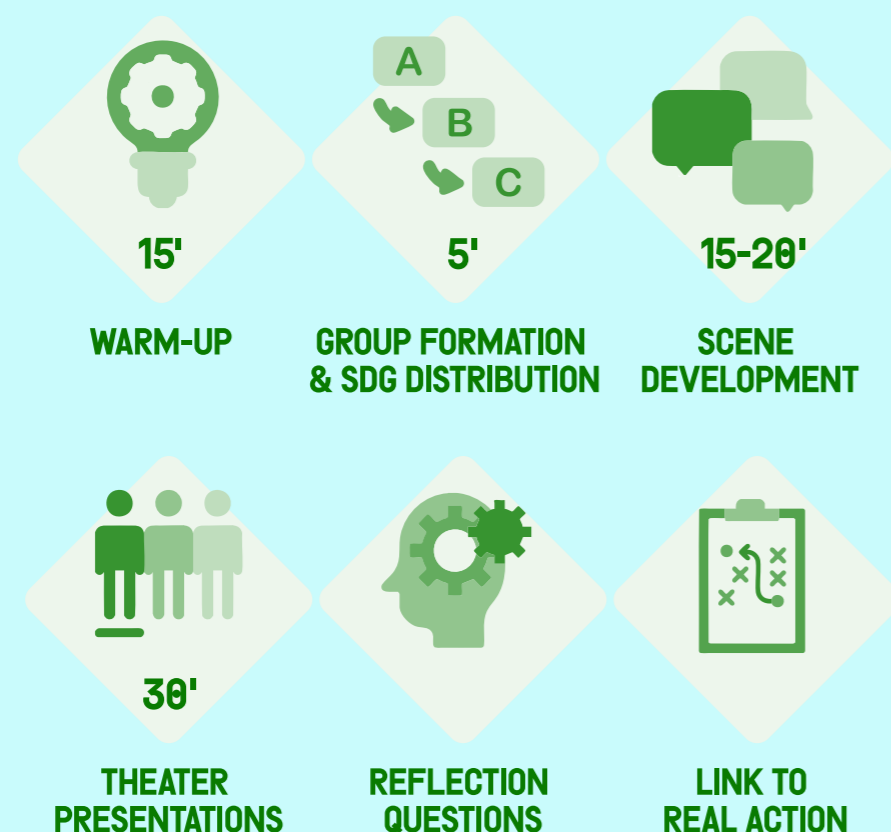
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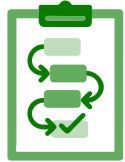
→ Reflection Questions

- “How did you come up with the scene?”
- “Have you experienced or heard about something similar?”
- “How was teamwork in planning and acting?”
- “Could we have combined scenes?”
- “Might these scenes happen elsewhere in the world?”
- “Which SDG is the most important?”

→ Link to Real Action

- Encourage participants to connect their theater scenes and insights to their community or club projects, referencing ideas developed in other methods (Spirit of Whispers and Open Space) and/or citing Common Goal member organisation examples.





Method 7: Climate Penalties

Through a game of penalties on not one, but three goals, participants can learn and solidify their knowledge about environmental issues in a playful and fun way.



GROUP SIZE

Flexible (adjust based on available space and resources)



AGE

8 years and older



DURATION

15-20 minutes (adjustable)



INFO FOR THE TEAM

→ The game can focus on any environment-related topic where distinctions between different options can be made. Topics can include:

- **Waste separation:** Goals represent different waste bins ([list of examples can be found here](#))
- **Mobility:** Goals represent how polluting different modes of transportation are ([list of examples can be found here](#))
- **Food choices:** Goals represent environmental impact levels from low to high ([list of examples can](#)

[be found here](#) - note that the data is based on France, so needs to be adapted based on your location)
→ You need sufficient space (minimum 3x5m) to allow participants to be at a reasonable distance from the goals based on their age



MATERIAL and PREPARATION

- 3 small goals or similar
- 3 posters to indicate what each goal represents
- Scotch tape to put the posters on the goals
- 2 footballs



LEARNING GOALS

1. Understanding different aspects of sustainability and environmental action, such as waste sorting, sustainable mobility, and sustainable food options
2. Raising awareness on environmental action using football and setting up a challenge

SEQUENCE

A) Warm-Up (1 minute)

→ Brief introduction to the activity

- Quick stretching or warm-up game to engage participants

player to score in the correct goal earns a point for their team

- The game continues for a set number of rounds

B) Explanation of Rules (3-5 minutes)

- Explain the environmental theme chosen (waste, mobility, or food)
- Introduce the three goals and what each represents
- Demonstrate how to play and how points are scored

D) Wrap-Up and Reflection (2-3 minutes)

- Discuss key takeaways: Why does waste sorting matter? How can we reduce pollution through transportation? What food choices have a lower carbon footprint?
- Encourage participants to apply what they learned in real life

C) Gameplay (10-15 minutes)

→ Variant 1: Individual Play

- The host announces an item (e.g., type of waste, mode of transport, food item)
- The player must score in the goal corresponding to the correct answer
- E.g. For types of waste, the announced item is a plastic water bottle. The player has to score in the goal representing recyclable waste to earn a point.
- Each correct answer earns a point

→ Variant 2: Team Duel

- Two participants play at the same time
- The host announces an item, and the first

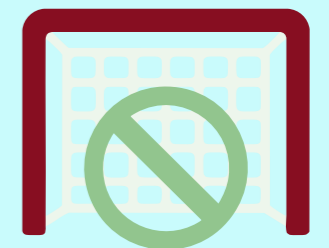
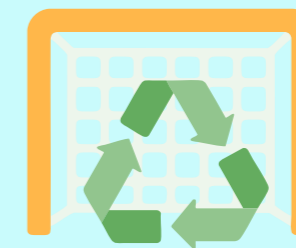
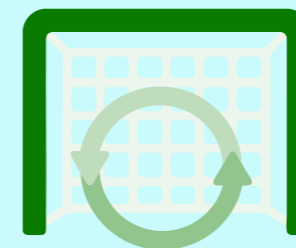
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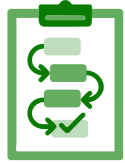
→ Reflection Questions:

- What surprised you most about the activity?
- How does this game relate to everyday choices we make?
- What actions can you take to make more sustainable choices?

→ Link to Real Action:

- Encourage participants to apply waste sorting techniques at home
- Promote more sustainable transportation options (e.g., biking, public transport)
- Raise awareness about food choices and their environmental impact





Method 8: Speed Dating Football Edition

SPEED DATING offers a quick way to break the ice, build empathy, and prime participants for deeper explorations of climate change and community action. Feel free to adapt the prompts or timing as needed!



GROUP SIZE
6–25 people



AGE
12 years and older



DURATION
~15 minutes before, during or after training or Fair Play football (see Method 5) or Penalties.



MATERIAL and PREPARATION
→ Chairs (or benches) arranged in two facing lines. If outdoors, participants can also stand or sit on the ground facing each other.
→ Stopwatch (or phone timer)
→ Timekeeper (could be the facilitator)
→ (Optional) Pledge cards and SDG cards (see extras) for inspiration

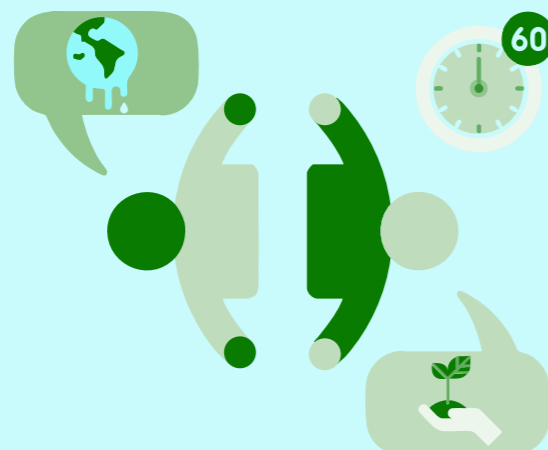


CORE IDEAS
In this speed-dating style exercise, participants pair up and share personal stories or thoughts related to football (or other impactful events) and the environment. By activating an emotional connection, they become more open to exploring deeper climate-related topics later in the workshop.



LEARNING GOALS

1. Express opinions and talk about emotional experiences and environmental observations
2. Practice active listening to different viewpoints
3. Build connection and rapport among participants
4. Warm up for subsequent discussions about climate change and actions



SEQUENCE

A) Setup

- Arrange two rows of chairs (or two lines) facing each other so participants can form pairs. Alternatively an inside and outside circle.
- If outside on a pitch, mark two parallel lines / two circles and have participants stand (or sit) facing each other.
- Assign a timekeeper to keep track of the 60-second intervals.

B) Forming Pairs

- Participants sit or stand opposite each other in pairs.
- Explain the procedure: one person speaks for 60 seconds, then they swap roles for another 60 seconds.

C) Round 1: Emotional Football Experience (60 seconds each)

- Prompt: “Share a personal emotional football experience—it can be positive or negative.”
- Person A speaks while Person B listens actively (without interrupting).
- After 60 seconds, swap roles.
- **Changing Conversation Partners:**
- After each 2-minute round (1 minute per speaker), instruct one row (or line) to move one seat/person to the left. This ensures new pairings for the next round.

D) Round 2: Observed Environmental Changes (60 seconds each)

- Prompt: “What environmental changes have you witnessed in your region? It can be related to football (e.g., extreme weather affecting a pitch) or any other local issue.”
- Repeat the same speaking and listening process.
- After 60 seconds, swap roles.

E) Round 3: Positive Environmental Actions (60 seconds each)

- Prompt: “Share behaviors or actions (your own or others) that have a positive impact on the environment.”
- Optional: Provide or reference pledge cards to inspire ideas.
- After 60 seconds, swap roles.

F) Pledge cards

- Use Pledge Cards and SDG Cards of individual

climate actions and environmental solutions based on the SDGs as a resource. Each participant gets a pledge card or SDG card and has 60 seconds to talk about the pledge (“Take Cold Showers” for example) and if they have done it and could imagine doing or not.

Final Reflection

- If time allows, gather participants in a quick circle to share a highlight or a surprise from their conversations.
- This can set the tone for further workshop activities on climate change and social justice.

TIPS FOR SUCCESS

- Encourage active listening: the listener should give their full attention, maintaining eye contact, and avoiding interruptions.
- Keep the atmosphere light and playful—this activity is meant to build comfort and connection among participants. Beginning with talking about an emotional football moment is important.
- If outdoors, ensure a safe space for movement and noise level so everyone can hear each other.
- Keep an eye on timing: the short, focused exchanges help maintain energy and engagement.

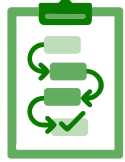
WHERE DO YOU PLAY – ROLE-BASED INTRODUCTIONS

Idea: Before starting the first Speed Dating round, invite participants to briefly introduce themselves according to which “Where Do You Play?” role best represents them (or one they’re curious about). Keeping it fun, you could suggest an example like “Where do you play (which position) at a Birthday or Christmas party?”

→ Practical Steps:

- As pairs form, each participant states, for instance, “I’m a Caretaker type because I question norms,” or “I’m a Striker who likes to bring bold ideas.”
- Immediately afterward, they begin the usual 60-second story-sharing.

Result: This playful yet focused introduction ensures participants keep their chosen role in mind while discussing personal football experiences or local environmental observations—giving added context and insight to each conversation.



Method 9: Make A Pledge, Sign The SDG Ball And 21-Day Challenge

By allowing environmental or social pledges, supporting realistic goals, and normalizing both success and struggle, this 21-Day Challenge—supported by weekly training check-ins—offers a practical, encouraging way for participants to integrate positive habits into their everyday lives.



GROUP SIZE
8–25 participants



AGE
10 years and older



DURATION
→ 15–30 minutes (initial pledge session)
→ 21-Day Challenge continues after



- LEARNING GOALS**
- 1. Personal Commitment**
 - Help participants identify one individual action (environmental or social) they will commit to for 21 days, aiming to form a lasting habit.
 - 2. Collective Responsibility Ritual**
 - Reinforce shared commitment to teamwork, respect, diversity, and sustainability by signing the SDG Ball.
 - 3. Long-Term Follow-Through**
 - Encourage consistent practice of each pledge, with weekly check-ins at training sessions and support from the group.



- MATERIAL and PREPARATION**
- Pledge Cards (and blank cards)
 - SDG Cards or local environmental/ social idea cards for inspiration (pag. 56)
 - SDG Ball (or Fairtrade Ball)
 - Markers or pens (for signing the SDG ball and writing pledges)



- CORE IDEAS**
- 1. Flexibility in Focus**
 - Pledges can address environmental (e.g., reducing plastic, planting trees) or social (e.g., helping a neighbor, promoting inclusion) goals.
 - 2. Realism and Ownership**
 - Stress that pledges should be achievable and personally meaningful—not copied from a friend.
 - 3. Weekly Training Sessions**
 - Serve as reminders and opportunities for progress checks, celebrations, or supportive feedback.
 - 4. Safe to Fail**
 - Everyone's journey is different; if a participant struggles or doesn't succeed, there is no criticism—only encouragement to learn and adapt.



SEQUENCE

A) Introduction (5 minutes)

- **Recap and Transition**
 - Summarize key points from prior sessions.
 - Introduce the concept of making individual pledges for either environmental or social good.
- **21-Day Challenge Overview**
 - Highlight that 21 days of repeated action can establish a new habit.
 - Emphasize that participants can choose any meaningful and realistic pledge, whether environmental or social.

B) Pledge Phase (5–10 minutes)

- **Explain the Cards**
 - Show pledge cards and invite participants to think about a personal action they can take daily (e.g., carrying a reusable cup or helping a sibling with homework or walking with someone to training).
- **Write or Draw the Pledge**
 - Each participant writes or sketches their pledge, focusing on something feasible and personalized.
 - Encourage them to note why they chose it and how they might track or measure progress.
- **Challenge Mindset**
 - Remind them to observe changes over the 21 days: “Does it get simpler or harder? Who or what helps you?”
 - Reinforce that failing is okay and offers a chance to learn—no judgments.

C) Signing the SDG Ball (5–10 minutes)

- **Introducing the SDG Ball**
 - Recap its symbolic spirit: inspired by The Ball (the “Olympic Torch of football”), representing teamwork, respect, diversity, and a commitment to positive change.
- **Collective Signature Ceremony**
 - Participants stand in a circle and briefly announce their pledge—environmental or social—then sign the ball.
 - The group cheers to celebrate each commitment.
- **Shared Commitment**
 - After signing, everyone reaffirms that these

pledges belong to each individual but are supported by the collective group.

D) Weekly Check-Ins at Training Sessions

- **Progress Tracking**
 - At each training session, spend a few minutes asking how the pledges are going.
 - “Any successes or challenges this week?”
 - “What support do you need?”
- **Group Support**
 - Celebrate small wins and encourage participants who are struggling.
 - Emphasize that not following through doesn't mean criticism—the group can suggest tips or adjustments.

E) Reflection and Follow-Up

- **Reflect on the 21-Day Journey**
 - After three weeks, schedule a brief group discussion (e.g., before or after training).
 - Prompt questions:
 - “Did you keep up your pledge?”
 - “How did it feel to succeed or stumble?”
 - “What helped or hindered you?”
- **Sharing Experiences**
 - Each participant shares one key insight, success, or challenge.
 - Applaud all efforts, whether fully successful or partially met—everyone learns from the process.
- **Looking Ahead**
 - Encourage participants to continue their pledge, modify it, or choose a new one.
 - Reiterate that the SDG Ball remains a symbol of ongoing commitment.

21-DAY CHALLENGE DETAILS

- **What's Involved?**
 - Choose your personal goal—environmental or social— and record it
 - Track your progress: note challenges, successes, and how you overcame them.
 - Check in weekly at training sessions for group support and motivation.
 - On Day 21, reflect openly and celebrate—even if you struggled, you gained valuable insight.



TIPS FOR SUCCESS

Realistic Goals

→ Recommend that participants keep pledges within manageable scope, ensuring daily follow-through.

Visibility

→ Post pledge cards in a common area (e.g., bulletin board) for reminders.

Community Spirit

→ Maintain a judgment-free zone—struggles are an expected part of forming new habits. For example: if your original pledge is not applicable - feel free to amend / change. Don't criticise those who fail. Highlight and praise successes.

Celebrate Often

→ Praise big and small successes alike. This helps sustain motivation and fosters positivity.



Method 10: Open Space Project Planning

Open Space – Project Planning is a dynamic approach that turns collective creativity into tangible, self-organized project ideas. Building on ideas generated in Method 4: Spirit of Whispers, participants pitch initiatives, form interest-based groups, and outline clear action steps. Free from strict supervision, they decide how best to develop resources, timelines, and responsibilities.



GROUP SIZE
12–28 participants



AGE
12 years and older



DURATION
45–90 minutes



MATERIAL and PREPARATION
→ Pin board (or wall space)
→ Post-it notes, pens, and paper
→ Moderation cards (for idea pitches)
→ Open Space Worksheet (one per group, if possible)
→ Table islands with chairs (for small-group discussions)
→ Timekeeper (to oversee session timings)
→ Prepared time-plan or schedule (flipchart or similar)
→ Timekeeper (could be the facilitator)
→ (Optional) Pledge cards and SDG cards (see extras) for inspiration



LEARNING GOALS
1. Active Participation
• Ensure all participants propose ideas and make decisions.
2. Self-Organisation and Ownership
• Empower participants to pitch, refine,

and shape community projects—assuming initiative and responsibility.

3. Concrete Planning

- Develop tangible steps, timelines, and roles for implementing ideas well beyond the workshop.



CORE IDEAS

1. From Story to Action

- Building on creative storytelling activities (especially Method 4: Spirit of Whispers), participants now translate shared ideas and visions into practical projects—like “Eco Games” or “Local Reforestation Drives” that some Common Goal members have already implemented.

2. Open Space Principles

- Voluntariness, self-motivation, and freedom for people to pick discussions they care about most.
- **Facilitation Tip: Always highlight respect and teamwork, making space for every participant to join, regardless of skill level.**

3. Idea Ownership and Group Buy-In

- Individuals pitch personal or team concepts, gather like-minded collaborators, and draft initial action steps.

4. Flexible and Dynamic Structure

- Participants can move between groups; ideas can merge or be dis-



carded as needed—leading to co-created projects that spark enthusiasm.

hands if drawn to an idea. It's okay if multiple ideas gain similar support.



INFO FOR THE TEAM

- Time Allocation: If numerous ideas are proposed, split the session into two windows, each with several discussion groups.
- Visual Schedule: Keep a flipchart or board with each topic, the initiator, meeting location, and timeslot.
- Encourage Ownership: Support self-organisation rather than dictating.
- Open Space Worksheet: Guides each group through team roles, resources, challenges, and timelines.

C) Scheduling and Group Formation (5–10 minutes)

- **Agree on Time Windows**
 - Based on how many ideas get traction, pick the session format (two 20-minute rounds, one 40-minute round, etc.).
- **Create the Time-Plan**
 - Fill a flipchart table with each idea's title, initiator name, meeting spot, and timeslot.
 - E.g., "Eco-Friendly Public Viewing (Sasha, table island, 10:15–10:35)."
- **Voluntary Choice**
 - Everyone chooses which group(s) to join. They may move mid-discussion if they're curious or want to help somewhere else (law of two feet).

D) Working Phase in Small Groups (20–40 minutes total)

- **Focus on Self-Organisation**
 - Each group uses the Open Space Worksheet to clarify:
 - Roles (who's leading, who's researching, who's doing outreach...)
 - Activities and Resources needed (balls, water filters, seeds for a garden, local transport partners, etc.)
 - Challenges (funding, permits, buy-in from the community)
 - Timeline and Next Steps (short-term tasks, long-term goals)
- **Movement and Adaptation**
 - Initiators can merge ideas (like combining a "tree planting day" with "no single-use plastic campaign") or close a group if no one joins.
- **Facilitator Support**
 - The team circulates, offering light guidance but letting groups steer their own discussions.

E) Conclusion in Plenary (10–20 minutes)

- **Short Presentations**
 - Each group shares:
 - What the project is (e.g., a "Unified Public Viewing" event with fair-trade snacks and local bus transport deals).
 - Who is responsible for specific tasks.
 - Next steps (e.g., contacting local government for a permit, requesting leftover materials from local shops, etc.).
- **Decision and Commitment**
 - The group decides which projects move forward, which need more planning or resources, and which might be set aside.
 - Celebrate with applause or a cheer, emphasizing that these concepts are feasible and community-driven.
- **Reflection**
 - Encourage participants to swap contact details or schedule a follow-up meeting so momentum isn't lost.
 - **Tip: Offer a framework for monitoring impact (like checklists or quick surveys) but keep it simple and manageable.**

- Explore alliances with schools, municipal offices, or businesses for sponsorship or expertise.

TIPS FOR SUCCESS

Visibility

- Keep the idea board pinned up so no one forgets the concepts generated.

Time Management

- Stick to scheduled blocks for discussion—it keeps energy levels high.

Adaptability

- If an idea merges with another, celebrate synergy instead of seeing it as competition.

Positivity

- Even if an idea seems "too big," it may spark a smaller, equally valuable project down the road.

"Where do you Play?" Roles Within Each Group

Idea: When groups form around a specific idea (e.g., a tree-planting drive or a "No Plastic" campaign), have members reflect on their "Where Do You Play?" identity.

→ Example:

- **Goalkeeper:** Spots potential hurdles early (e.g., permits needed, funding holes)
- **Defender:** Ensures the group follows the plan and organizes resources
- **Midfielder:** Connects external partners and local institutions
- **Striker:** Leads bold actions or new initiatives (like a social media push)
- **Coach:** Oversees strategy, timeline, and coordinates tasks among the group
- **Fan:** Boosts morale, celebrates milestones, and encourages everyone
- **Referee:** Keeps group discussions fair and on topic
- **Caretaker:** Questions sustainability, challenges ineffective norms

Result: Each person's "Where Do You Play?" role(s) naturally translate(s) into action steps for the project, ensuring group tasks are divided strategically.

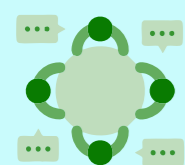
SEQUENCE

A) Introduction (5 minutes)

- **Explain the Method**
 - Share the purpose: "We're moving from creative storytelling to practical project planning. Everyone can pitch ideas—especially for climate action or social impact."
 - Outline Open Space Principles: voluntariness, active participation, the law of two feet, etc.
- **Highlight the Goal**
 - Emphasize outcomes: concrete project concepts, with next steps and commitments.

B) Collecting Ideas (10 minutes)

- **Idea Pitches**
 - Each participant (or pair) writes a project idea on a moderation card.
 - Participants pin their cards on a board or wall for everyone to see.
- **Show of Hands**
 - Gauge interest quickly: participants raise



A. KICK-OFF & PURPOSE



B. IDEA GENERATION



C. TIME PLANNING & GROUPING



D. GROUP WORK PHASE



E. PLENARY & REFLECTION



Method 11: Climate Calendar

Throughout the year, there are numerous global and national observances dedicated to environmental awareness, sustainability, and climate action. These days provide valuable opportunities for individuals, communities, and organisations to come together and make a tangible impact. By aligning activities such as tree-planting drives, educational workshops, and cleanup campaigns with these special dates, you can amplify awareness and encourage greater participation.

Use this calendar to plan meaningful initiatives, engage your audience, and contribute to the global movement for a healthier planet. For each day, we suggest some events or activities that you can organise and host, but feel free to come up with other ideas relevant to your audience (or even brainstorm together with your participants, using methods like the Open Space). We also encourage you to talk to local partners and consider local milestones, dates, and events.

MAR

March 3 - World Wildlife Day

- **Organize a fundraiser for wildlife conservation organisations**
 - Support groups working to protect endangered animals through donations or crowdfunding.
- **Wildlife Walk and Species Identification**
 - Organize a guided nature walk where participants can spot and learn about local wildlife.
- **Wildlife Art and Awareness Workshop**
 - Have participants create art or posters about endangered species and display them in the community.

March 14 - International Day of Action for Rivers

- **Community River Cleanup**
 - Gather volunteers to remove waste from a nearby river or lake.

March 18 - Global Recycling Day

- **Host a DIY upcycling workshop**
 - Teach people how to transform

- waste materials into useful items.
- **Recycling Drop-off and Swap Event**
 - Set up a community station where people can bring recyclables and swap reusable items.
- **Upcycled Fashion Show**
 - Challenge participants to create outfits from recycled materials and showcase them in a fun event.

March 21 - International Day of Forests / World Planting Day

- **Organize a tree-planting event**
 - Work with local authorities to plant trees in urban and rural areas.
- **Run a storytelling session on forests for children**
 - Read books and share stories about the role of forests in our ecosystem.
- **Forest Storytelling and Nature Connection Walk**
 - Bring people together to share traditional stories about forests and nature.

→ Organize a 1 goal = 1 tree tournament

- Host a tournament and commit to planting one tree in the local community per goal scored.

March 22 - World Water Day

- **Water Conservation Challenge**
 - Have participants pledge to reduce water usage for a week and share their experiences.
- **Greywater Recycling Workshop**
 - Teach simple techniques for reusing household water.

March 30 - International Day of Zero Waste

- **Organize a workshop on sustainable lifestyle swaps**
 - Educate people on alternatives to single-use plastics.
- **Host a zero-waste cooking demo**
 - Show how to cook with minimal food waste and composting practices.
- **Zero-Waste Swap Shop**
 - Encourage participants to bring items they no longer need and swap them for something useful.

APR

April 22 - Earth Day

- **Coordinate a community eco-festival**
 - Celebrate with music, talks, and activities focused on sustainability.
- **Encourage local businesses to go green for a day**
 - Challenge stores to reduce plastic use and promote sustainable products.
- **Eco-Challenge Month**
 - Set daily sustainability challenges for participants leading up to Earth Day (e.g., no plastic for a day, meatless meals).

MAY

May 22 - World Biodiversity Day

- **Create a pollinator-friendly garden**
 - Plant flowers that attract bees and butterflies to support biodiversity. E.g. partner with schools to install and maintain these gardens.

JUN

→ Organize a biodiversity walk in a park or nature reserve

- Teach participants how to identify local plant and animal species.
- **Biodiversity Photo Contest**
 - Encourage participants to document local species and share their discoveries.

June 3 - World Bicycle Day

- **Organize a community bike ride**
 - Promote cycling as an eco-friendly mode of transportation.

June 5 - World Environment Day

- **Community Green Makeover**
 - Organize a local park or neighborhood cleanup and plant new greenery.
- **Host a sustainability-themed open mic event**
 - Encourage people to share poetry, music, or speeches on environmental issues.

June 8 - World Oceans Day

- **Beach or River Cleanup**
 - Mobilize a group to clean up plastic waste along water bodies.

June 22 - World Rainforest Day

- **Organize a rainforest-themed art exhibit**
 - Showcase artwork highlighting the beauty and importance of rainforests.
- **Rainforest Protection Pledge**
 - Have participants commit to supporting rainforest conservation through lifestyle choices.
- **Rainforest Documentary and Discussion**
 - Host a screening of a documentary on rainforest preservation.

JUL

July 28 - World Nature Conservation Day

- **Organize a guided nature walk**
 - Help people connect with local biodiversity and appreciate conservation efforts.





→ Nature Immersion Camp

- Organize a day trip where participants learn survival skills and connect with nature.

→ Build Birdhouses and Insect Hotels

- Encourage hands-on conservation by constructing shelters for birds and pollinators.



Third Saturday – World Cleanup Day

→ Organize a large-scale cleanup event in public spaces

- Get businesses, schools, and local groups involved in a day of action.

→ Partner with schools and businesses for waste collection efforts

- Set up drop-off points for recyclables and hazardous waste.

→ Waste Awareness Street Theater

- Engage local audiences with performances about waste management.

September 21 – Zero Emissions Day

→ Encourage people to walk, bike, or use public transport

- Launch a challenge to track emissions-free travel.

September 22 – Car-Free Day

→ Organize street festivals in pedestrian-friendly areas

- Turn car-free spaces into vibrant hubs for music, food, and culture.

→ City Cycling Parade

- Organize a fun bike ride through town, promoting sustainable transport.

September – Earth Overshoot Day (date varies)

→ Raise awareness on humanity's ecological footprint

- Educate about the overspending of Earth's resources.

→ Promote sustainable living choices

- Share tips on reducing food waste, energy consumption, and overconsumption.

→ Sustainable Shopping Challenge

- Ask participants to track their shopping habits and choose low-impact products.

→ DIY Food Growing Workshop

- Teach people how to grow their own vegetables in small spaces.



October 4 – World Animal Day

→ Animal Shelter Support Day

- Volunteer as a group at a local animal rescue center.

October 24 – International Day of Climate Action

→ Organize a climate action workshop

- Teach participants how to reduce their carbon footprint.

→ Screen a documentary on climate change

- Show an impactful film followed by a discussion on solutions.

→ Community Climate Talks

- Hold an open forum where people can discuss climate solutions for their local area.



November 1 – World Vegan Day

→ Organize a vegan food festival

- Showcase local plant-based businesses.

→ Community Vegan Potluck

- Invite participants to bring and share their favorite plant-based dishes.

→ Plant-Based Cooking Class

- Teach simple, nutritious vegan meals to encourage a sustainable diet.



Tips for Practitioners

Below is a set of Tips for Practitioners gleaned from the pilot workshop feedback in Madrid in February 2025.

1. Emphasize Inclusion and Fair Play

- Always highlight respect and teamwork, making space for every participant to join, regardless of skill level.
- Introduce fair play rules not just on the pitch but as a shared mindset for the entire session or workshop.
- Use non-competitive formats to keep the focus on learning and cooperation rather than winning.

2. Adapt SDG Content to the Audience

- Not all participants will know the SDGs (well); introduce them in simple, relatable ways.
- Focus at first on a few SDGs that resonate locally (e.g., gender equality, clean water) rather than trying to cover all 17.
- SDG materials (Ball, SDG to-do cards, link to info about the SDGs) are provided in the handbook for organisations to translate or modify as you deem fit.

3. Make It Fun and even Childlike

- Encourage coaches to tap into a playful spirit; enthusiasm helps participants let go of fear or hesitation.
- Keep sessions lively—open discussion, short debriefs, and group reflections spark curiosity and deeper engagement.
- Use real stories (from your own Football for Good organisation or those provided in the handbook from other Football for Good organisations) and emotional connections so participants (especially children and youth) understand the “why” behind each activity.

4. Facilitate Thoughtfully

- Your role is to motivate, guide, and adapt on the fly. Avoid imposing too many rules at once; keep it simple.
- Give enough discussion time for participants to reflect on what they learned, and to connect lessons to real life.

- Ask questions instead of just stating facts.
- Reinforce that climate change and social justice issues are complex—help participants see they can make a difference by acting locally.

5. Involve Parents and Community

- Consider ways to include parents (e.g., invite them to play in fair play matches with climate “handicaps”) so the whole family learns together.
- Engaging parents ensures lessons on the pitch align with habits at home.

6. Address Practical Local Logistics

- Think about session frequency, timelines, and how to incorporate these methods into broader (existing) curricula. Create a timeline that suits your organisation.
- Outline follow-up steps (like a calendar of local climate action or reflection sessions /tasks) to encourage long-term organisational and/or individual behavior change.
- If certain content (e.g., Fresco) seems too detailed for younger kids, simplify or reduce the number of elements to fit.

7. Create Local Ownership

- Invite participants to adapt methods to their own interests, programming and/or relevant community issues—this sparks deeper commitment.
- Motivate them by linking activities to tangible outcomes (e.g., collecting plastic at the pitch, planting trees).
- Offer a framework for monitoring impact (like checklists or quick surveys) but keep it simple and manageable.

8. Harness Curiosity and Real Stories

- Use real-life examples and personal anecdotes to inspire. Tailor the “Fair Play Football” or “Where do You Play?” modules to local climate or social contexts.
- Encourage participants to share their own experiences, making sessions more meaningful and memorable.

These tips provide you the practitioners a clear guide on how to deliver sessions effectively, keep participants motivated, and ensure environmental and social themes truly resonate.



Now, the ball is at your feet...

Football's power goes far beyond the pitch—it unites, inspires, and drives change. By weaving climate awareness into your community and the football for good sessions you deliver, you can harness that energy and help to build a more sustainable future. Each method in this toolkit—from playful warmups and FairPlay drills to deeper explorations of environmental challenges—shows how creativity, collaboration, and a bit of childlike wonder can spark real impact. Wherever you work, coach, organize, or play, your leadership can cultivate lifelong habits of respect for our planet, especially among young people. The ball is at your feet. Gather your colleagues and teammates, playfully test and roll out these activities, and watch as collective action for the environment takes root. Through the beautiful game, let's all become champions for a healthier, fairer, and more resilient world.





APPENDIX



Method 2:

Where Do You Play? - Description of the positions

Goalkeeper

Characteristics:

- Does their own thing
- Confident
- Doesn't care what others think about them
- Positively "crazy"
- Quick to help – in the right moment they are there for the others

Environmental Stewardship Suggestions:

- Identify and fix issues promptly (e.g., leaking taps, overuse of energy) and independently.

Example from the Common Goal Community:

- Camaquito (Cuba) "Goalkeeper"-minded staff flag extreme midday heat, prompting adjustments to training times and more shade—preventing health risks and maintaining pitch access.



Method 2:

Where Do You Play? - Description of the positions

Defender

Characteristics:

- Good overview
- Patient, calm and level-headed
- Empathizes with and defends others
- Does what needs to be done

Environmental Stewardship Suggestions:

- Quietly manage logistics (e.g., scheduling regular watering, checking solar panels).

Example from the Common Goal Community:

- Play it Forward (Zambia): Staff with a "Defender" mindset maintain the organisation's community garden—ensuring the compost is turned and watering is being done.



Midfielder

Characteristics:

- Communicates positively (i.e. also with people outside the group)
- Acts as a mediator (bridges gaps)
- Has a lot of energy
- Solves problems by listening first
- Acts like a social worker

Environmental Stewardship Suggestions:

- Organize community dialogues (e.g., reforestation or plastic reduction).

Example from the Common Goal Community:

- ISF (Cambodia): Midfielder-like staff got in touch with a local Upcycling and Second Hand shop, which now runs awareness sessions on reduction, reuse and recycling, thus bringing kids, parents, and local officials together to tackle climate challenges.



Attacker

Characteristics:

- Ambitious
- Bold and confident
- Innovative and full of ideas
- Determined, takes initiative and leads by example

Environmental Stewardship Suggestions:

- Kickstart new green campaigns and inspire others to learn by doing: e.g. planting trees, which will subsequently lead to the question of how to restore forests properly.

Example from the Common Goal Community:

- Love Fútbol (Mexico): Built a water-saving pitch that collects and stores rainwater and Tiempo de Juego (Colombia) sustainably built a covered tribune next to the local football pitch to protect children from the heavy sun. "Striker" moves, demonstrating how a bold, visible solution can galvanize communities around conservation.



Method 2:

Where Do You Play? - Description of the positions

Coach

Characteristics:

- Recognizes individual talents (strengths and weaknesses) and collective potential
- Develops a strategy
- Delegates effectively
- Takes hard decisions
- Keeps morale high – even under tough conditions

Environmental Stewardship Suggestions:

- Recognize the moment to wait, and to act. Assign tasks (like water management or shade setup) to the right people, ensuring teamwork and safety.

Example from the Common Goal Community:

- Spirit of Football (Germany): Thuringia is a region that consumes immense amounts of industrial meat. When organizing tournaments, using a Coach-mindset, SoF provides regional, organic, vegetarian and even vegan alternatives at accessible prices.



Method 2:

Where Do You Play? - Description of the positions

Fan

Characteristics:

- Motivates and supports others first
- Happy for others
- Is creative
- Imaginative
- Spreads positive energy

Environmental Stewardship Suggestions:

- Encourage people to focus on actively noticing and acknowledging positive habits instead of falling into perfectionism and Eco-anxiety.

Example from the Common Goal Community:

- Celebrates (small) green wins (e.g., successful recycling, planting, sustainable infrastructure projects or statements of support from professional athletes, clubs and associations) through social media campaign.



Method 2:

Where Do You Play? - Description of the positions

Referee

Characteristics:

- Is responsible for fairness and is rule focused
- Communicates and implements the rules
- Ensures accountability
- Reminds everyone of their commitments

Environmental Stewardship Suggestions:

- Establish clear sustainability guidelines (e.g., no littering, responsible energy use) and gently but firmly caution those who break environmental agreements.

Example from the Common Goal Community:

- Football Ecology France: Through their programs, “Referees” monitored clubs’ adherence to - among others - reducing single-use plastics and managing heat alerts—ensuring each team met its green commitments.



Method 2:

Where Do You Play? - Description of the positions

Caretaker

Characteristics:

- "Challenger" in a group
- Takes their job very seriously
- Questions new approaches
- Must be convinced (first says “no”) before agreeing
- Pushes for long-term sustainable solutions

Environmental Stewardship Suggestions:

- Challenge wasteful practices and advocate for thoughtful policy changes or resource allocation.

Example from the Common Goal Community:

- Moving the Goalposts (Kenya) - A staff member posted a photo of a cut-down tree during pitch expansion. The “Caretaker” mindset led to rethinking field plans.



Plastic Waste Everywhere (SDG 13)

Handicap:

The field is strewn with plastic trash due to inadequate waste management. Players must dodge or navigate through the litter.

Real Example (ISF Cambodia):

ISF introduced a ban on single-use plastics, replacing them with banana leaves or paper cups, and levying small fines on those who brought plastic bottles. This approach helped cut down visible trash around training spaces—mirroring the “Plastic Waste Everywhere” handicap.

Tip for Moderation:

Collect plastic items beforehand and scatter them when the whistle is blown. Discuss how groups like ISF battled plastic pollution by changing everyday habits—emphasizing that small, consistent efforts can lead to less waste on the pitch and beyond. Ask: could your organisation do this? Why or why not?



Gender Inequality (SDG 5)

Handicap:

One gender (men or women, or people identifying as one or other) must leave the field immediately.

Real Example (Moving the Goalposts (MTG), Kenya):

MTG focuses on empowering adolescent girls in a region where boys traditionally have more opportunities to play football. There have been constraints limiting girls’ participation in sports, requiring specific advocacy to ensure equal access.

Tip for Moderation:

Blow the whistle and announce that all women or men must exit. Afterwards, link this to how MTG overcomes cultural barriers by running girls-only leagues and building confidence in spaces where gender inequality is deeply rooted.



Silent Football – Climate Injustice (SDG 10)

Handicap:

Your team belongs to the poorest social class with no political voice. You must remain completely silent while playing.

Real Example (Tiempo de Juego, Colombia):

In some marginalized neighborhoods, youth struggle with limited resources and minimal support from local authorities. Communication with officials can be hard, leaving them feeling voiceless about environmental or infrastructure problems.

Tip for Moderation:

When the whistle blows, instruct one team to stop speaking. After a few minutes, prompt reflection on how lack of voice impacts everyday community issues—paralleling the marginalized youth in Colombia (and other places) who rely on football programs to amplify their concerns.



Penalty Kick Without a Goalkeeper (SDG 16)

Handicap:

Corruption favors one team. They are awarded a penalty with no goalkeeper on the opposing side.

Real Example (Several Common Goal member organisations):

Some Common Goal members have noted that top-down policies can overshadow local needs, especially regarding environmental discussions. When authorities or influential parties don't listen, fair play with people and the planet is compromised.

Tip for Moderation:

Explain that one team's unfair advantage mirrors situations where political connections or biased decisions exclude communities from decision-making. After the penalty, discuss how transparent governance could ensure equal footing.



Air Pollution (SDG 3)

Handicap:

The air is heavily polluted; everyone must wear masks or move at half speed (“slow motion”) to catch their breath.

Real Example (Football For All Vietnam):

While many of FFAV’s projects span various Vietnamese locales, Hanoi is famous for its air quality concerns—impacting outdoor sports. Coaches adapt training times.

Tip for Moderation:

Instruct players to significantly slow down their movement to slow-motion. After the round, connect it to how air pollution from traffic or industry disrupts normal life, just as it hampers free movement on the field.



Climate Refugees (SDG 13 and SDG 5)

Handicap:

You have been displaced due to climate disasters; borders—and often economic barriers—are closed to you. Your team can only play in one half of the field.

Reworked Real Example (Moving the Goalposts, Kenya):

Prolonged droughts and other extreme weather in rural Kenya force many families—especially girls and young women—to leave their homes in search of water and income. With few job options in the countryside, they often head to cities, where they can be pushed into unsafe work and end up living in overcrowded conditions. Although not always labeled as “refugees,” these communities are, in effect, displaced by environmental crises and people lack the resources or freedom to move safely.

Tip for Moderation:

Mark half the field as the “safe zone.” Players from the “climate refugee” team must stay in this confined area, highlighting how entire communities can be restricted—geographically and economically—due to climate-related displacement and limited legal protection.



Silent Football – Climate Injustice (SDG 10)

Handicap:

Your team belongs to the poorest social class with no political voice. You must remain completely silent while playing.

Real Example (Tiempo de Juego, Colombia):

In some marginalized neighborhoods, youth struggle with limited resources and minimal support from local authorities. Communication with officials can be hard, leaving them feeling voiceless about environmental or infrastructure problems.

Tip for Moderation:

When the whistle blows, instruct one team to stop speaking. After a few minutes, prompt reflection on how lack of voice impacts everyday community issues—paralleling the marginalized youth in Colombia (and other places) who rely on football programs to amplify their concerns.



Peace and Partnership (SDG 16 and SDG 17)

Handicap:

Peace has broken out. No more opposing sides—everyone dances together in celebration.

Real Example (Love Fútbol, Mexico):

Love Fútbol works with diverse community members to revitalize local pitches—uniting different age groups, families, and volunteers in a cooperative spirit. This unity can feel like ‘no more opposing teams’—everyone partnering to improve their environment.

Tip for Moderation:

Blow the whistle and instruct all teams to merge. Play music and dance on the field, reminding participants of real-life transformations when collaboration replaces rivalry.



General moderation tips

Set Context

Blow the whistle and briefly describe each handicap. Highlight true stories from Colombia, Kenya, Zambia, Cambodia, or Mexico to ground the scenario.

Creative Pairing

Combine two handicaps at once (e.g., Air Pollution and Plastic Waste) to mirror compounding problems faced by organisations with limited infrastructure.

Debrief and Reflection

After each round, ask participants how it felt—did it frustrate them, inspire them, or open their eyes to real challenges? Encourage discussion on possible solutions or local parallels.

Hope and Action

Emphasize how many Common Goal members are creating practical responses—like recycling drives, reforestation, or adapted training—reminding participants that real solutions exist alongside real hardships.

By aligning each Climate Handicap with actual stories from Common Goal organisations, you bring greater authenticity and impact to the learning experience. Players can literally step into real challenges—like extreme heat in Colombia or rising sea levels in Kenya—fostering empathy and sparking fresh ideas for positive change.

About the Partners

Common Goal

Common Goal activates the power of football to bring people together and deliver positive society-wide change. As a football-focused network, Common Goal connects the cultural and financial influence of the football industry with local organisations around the world that use the game to dismantle inequalities and build a better future for all.

www.common-goal.org

Football Ecologie France

Football Ecologie France (FEF, Common Goal member organisation) is an organisation that aims to accelerate and facilitate the ecological and solidarity transition of stakeholders in the football industry. FEF does this by providing programs for clubs and supporter associations to help them build and implement climate change strategies. Programs include an ecological diagnosis, providing awareness of football's ecological footprint, goal setting and solutions.

www.football-ecology.org/fr

Spirit of Football

Spirit of Football (SOF, Common Goal member organisation) is a community-based organisation whose mission since 2005 is to use the unifying power of football in education to stand up for a fairer, greener & more inclusive world. SOF has developed education methodologies to focus specifically on climate action: SOF runs all over the world training-of-trainer sessions in these methodologies as well as workshops in schools, NGOs, clubs, and businesses

spirit-of-football.de

Imprint

Matchday for Our Planet

A Toolkit for Community-led Climate Action through Football

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PUBLICATION DATE

October 2025

PHOTO AND ILLUSTRATION CREDITS

Cover: © FCC Colombia
Pages 2-3; 5; 13; 29: © YFC Rurka Kalan
Page 9: © GAME
Page 18; 36: © AMANDLA
Page 25: © Organization Earth
Page 42: © Spirit of Football
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Common Goal warmly thanks our expert partners, Spirit of Football and Football Écologie France, for their dedication and expertise in developing this high-quality toolkit, which marks an important milestone for the sector in harnessing the power of sport to raise awareness around climate.

