

Soccer & the Environment

Making Connections

Grade 7 Teacher's Guide



Introduction

This Soccer and the Environment “Making Connections” Grade 7 Teacher’s Guide was developed as a teaching support tool, to be used together with the “Making Connections” poster. This educational programme encourages learners to become more environmentally aware and sensitive to local issues. The unique feature of “Making Connections” is that it allows learners to explore environmental issues through the game of soccer.

Much to the excitement of the nation, in May 2004, South Africa was selected as host country for the 2010 FIFA World Cup™. Cape Town was subsequently selected as one of the nine host cities of the tournament, which will take place between 11 June and 11 July 2010. The new Cape Town stadium in Green Point will host eight matches, including a semi-final. The Host City Agreement signed between the City of Cape Town, the South African Local Organising Committee (LOC) and Fédération Internationale de Football Association (FIFA) requires the host city to address sustainable development and environmental protection in all aspects of hosting the event. To give effect to this agreement, the City of Cape Town and the Provincial Government of the Western Cape developed the 2010 Green Goal Action Plan.

The Soccer and the Environment “Making Connections” environmental education project is one of the 41 projects identified for implementation in the 2010 Green Goal Action Plan. Every soccer action on the poster has an environmental action linked to it. The poster depicts two teams, namely the Planet Polluters and Earth United. The score is equal. Sadly, this means we have reached a tie – the earth is suffering, and we as humans are not doing enough to lighten its burden. For us to break this tied score, we have to start taking actions that ensure the earth’s sustained development. The main aim of this Teacher’s Guide is to suggest practical ideas and actions to help learners take action; they need to start scoring green goals for the earth to get ahead on the score board.

This booklet provides clear guidance on:

- the applicable learning areas, learning outcomes and assessment standards;
- soccer actions and their connection to the environment;
- the desired goals; and
- how to score a green goal (class activities).

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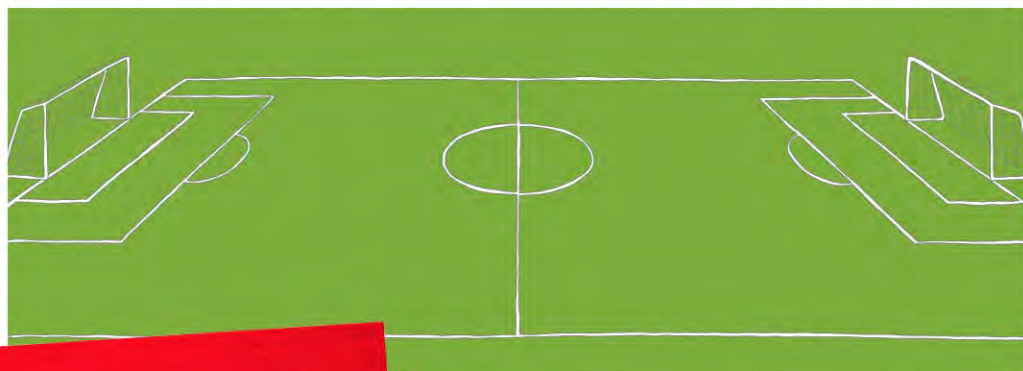
For more information, go to the following websites:

www.capetown.gov.za/en/greengoal
www.capetown.gov.za/environment
www.capetowngreenmap.co.za

**The unique
feature of
“Making Connections”
is that it allows learners
to explore
environmental issues
through the game
of soccer.**

The field

**Without somewhere to play, there is no game.
 Without a sound and healthy planet, there is no life!**



If the soccer field is severely damaged (i.e. not sufficiently watered or overwatered), it will affect the game.

Goals

- Learners grasp that the soccer field represents the earth.
- Learners realise that the way they look after their sports field (or any field/open space) could harm the environment.

Scoring a green goal (class activities)

- Divide the learners into groups and let them discuss how they could prevent their sports field from being damaged. If the school does not have a sports field, a community field or public open space could be selected for this activity.
- How do we damage the earth? Learners could research the various ways in which we damage the earth. This task should include solutions to the identified problems.
- Have learners interview the school's groundkeeper and find out more about the maintenance of the sports field, and suggest ways in which the maintenance could be improved (if necessary). If there is no groundkeeper, the activity could be adapted to include an interview with a groundkeeper at a nearby club or community centre.
- Encourage learners to make use of different reference materials, e.g. the internet or the "Smart Living Handbook". This handbook can be downloaded from www.capetown.gov.za/environment (click on "Smart Living Handbook").

The educator could link this activity to the next activity,

First aid and injuries.

First aid and injuries

Life Orientation: LO1 AS 7.1.2
Home Language: LO 4 AS 7.4, LO5 AS 7.5

The world is like the human body. The more 'knocks' it takes, the more damage is done, and the longer it takes to heal. 'Injuries' to the planet include soil erosion, climate change, and water and air pollution.

Our earth has already been weakened by years of damage, so it is more likely to suffer injury. We need to repair our earth through good environmental practices (injury prevention) and preparedness to step in when disaster occur (first aid).

Goals

- Learners understand the metaphor, and know that the (injured) soccer player represents the (injured/damaged) earth.
- Learners realise that despite all the precautions people take, the earth is still damaged, and that they can help remedy the situation.



Scoring a green goal (class activities)

- Divide the learners into groups of four. They are the first-aid team, who treats the injured players. Let them make a list of possible injuries a soccer player could sustain, and suggest suitable treatments, for example:

INJURY	FIRST AID/TREATMENT
1. Strain	Put ice on the area, and rest.

- Next, the learners are environmentalists, who propose various solutions to combat environmental problems. The environmentalist's first-aid kit:

INJURY	FIRST AID/TREATMENT
1. Soil erosion	Plant indigenous trees and shrubs.

- Have learners write a well-researched article on their understanding of climate change and its causes. The website: www.africacimatescience.org could be a helpful tool.
- Motivate learners to take action: How can they apply their newly acquired knowledge to improve their immediate environment (both natural and built)? For example, they could start a tree-planting campaign at school, establish a vegetable garden, or do an energy audit and develop a retrofit plan for all the school buildings. Learners can download a Green Audit Toolkit from www.capetown.gov.za/environment.
- Encourage learners to contact the Wildlife and Environment Society of South Africa (WESSA) to find out how to become an Eco-School to help them improve their school environment. WESSA's details are: www.wessa.org.za or ecoschools@wessa.co.za.

3

Uniforms, stadium & energy drinks

Natural Science: LO1 AS 7.1.3
Home Language: LO 2 AS 7.2.4, LO5 AS 7.5.4

Pictured below are the resources for the game - just like the earth's resources (clean air, water, biodiversity, and fossil fuels, like coal), they will not last forever, and must be used sensibly.



Goals

- Learners grasp the connection between the resources for the game (i.e. uniforms, energy drinks, a well-maintained pitch, etc.) and the earth's resources (i.e. light, clean air, soil, grass).
- Learners understand that resources are not infinite, and should be used responsibly.

Scoring a green goal (class activities)

- Ask learners to define the concept 'resources', and explain the difference between renewable and non-renewable resources. They could present these definitions and understandings in the form of a written 'Resources Manifesto'.
- Learners could do a green audit of their home and school. This audit could focus on waste, energy, water and biodiversity. A Green Audit Toolkit is available from www.capetown.gov.za/environment.
- Have learners work in groups and draw a mindmap to explain the steps they can take to save resources. The mindmap should be constructed using the following headings: waste, energy, water and biodiversity.
- Let learners draw up an action plan on how to reduce their carbon footprint. (They could refer to www.whatsmycarbonfootprint.com or www.footprintnetwork.org.)
- Encourage learners to implement their action plan. With each action successfully achieved, they could be awarded with a green goal!

Play the
energy-saving
game online at
www.savingenergy.co.za,
or download it
on Mxit.

Coach

Life Orientation: LO 2 AS 7.2.5, LO3 AS 7.3
Home Language: LO 2 AS 7.2, LO 4 AS 7.4



The coach trains the players to use their skills and passion for the benefit of the team. You too could coach others to become champions for the environment.

Goals

- Learners grasp the parallel between the coach training players to use their skills and passion for the game, and individuals informing and educating others about the environment.
- Learners can identify their environmental passion(s) and determine where and how to put their passion into practice.

Scoring a green goal (class activities)

- Let learners make a list of environmental issues they feel strongly about. Ask them to identify at least one or two issues/actions they are prepared to become involved in.
- As teacher, compile a list of possible organisations/places where the learners can volunteer their services. Refer to the Smart Living Handbook and the City of Cape Town Nature Reserves booklet.
- Have the learners decide where they want to become involved.
- Allow the learners the opportunity (e.g. an afternoon, school day or weekend) to volunteer their services. Let them write down what was expected of them, how they felt about it and what they experienced. This can be done in the form of a diary or journal.
- Encourage the learners to give feedback to the rest of the class. Let them also explain very clearly what volunteering means and involves.

Captain

Home Language: LO 4 AS 7.4.1 & 7.4.2
Life Orientation: LO 2 AS 7.2, LO 3 AS 7.3



The captain is a leader, taking responsibility for the team and encouraging fellow players. In your community, you could become a captain of various environmental projects.

Goals

- Learners realise that the captain is a leader, who leads his/her team by example; likewise, each individual could be a role model for good environmental practices.
- Learners take pride in their environment, even though it could mean that they might have to make unpopular decisions.
- Learners can take a stand for a better environment.

Scoring a green goal (class activities)

- Allow learners to generate creative suggestions on how to protect and improve the environment (e.g. save water; reduce, re-use and recycle waste etc.) They could visit www.capetown.gov.za/en/solidwaste/, www.dwaf.gov.za and www.recycling.co.za for ideas and information.
- Ask each learner to commit to at least one of these suggestions for a given period – the rationale behind this is to turn good environmental behaviour into a habit.
- After the given period, have learners compile an information brochure on what they did, as well as the results of their actions or projects. The brochure should encourage others to follow their example. The brochure should contain the following:
 1. Background information
 2. Application
 3. Results/benefits
 4. Suggestions/recommendations
- Help and encourage learners to start an environmental/eco-club. If the school has a club, it would bring together like-minded individuals to share ideas and take action to insure that we live smartly and use our resources sustainably. Helpful hints on how to start an environmental club are available on www.environment.gov.za/Enviro-Info/env/clubs.htm or www.peyalliance.com/start_club.html.

Referee and linesman

Arts & Culture: LO 1 AS 7.1.3.4, LO 3 AS 7.3.5
Life Orientation: LO 2 AS 7.2.1

The match officials ensure fair play, and uphold the rules of the game. Similarly, government and environmental activists enforce the laws that are there to protect the environment.

Goals

- Learners understand the link between soccer players working together as a team, and the earth and its inhabitants closely co-existing.
- Learners realise that a stable ecosystem requires a balance between living organisms and the environment in which they live. This balance is a dynamic equilibrium; and not a static condition. It is essential that we do not disturb this sensitive ecological balance.



Fun activity

Pretend that learners are part of the (Earth United) soccer team that supports the 'Save the planet' campaign. They could:

- create their own flag and team logo;
- suggest their team's own 'green' laws, which are designed to improve the environment and contribute towards nature conservation
- compose a 'spectator song' for Earth United on, for example, how the team upholds human rights - refer to the Constitution/Bill of Rights (Chapter 24: Environment).

Scoring a green goal (class activities)

- Let learners study the school rules, and discuss the reasons why they have been put in place.
- Learners could investigate South African environmental laws, and decide why they are important. Do learners perhaps foresee any problems with the existing laws in South Africa, and can they suggest any new laws to be added or existing laws to be dropped, and why? (For example, touch on issues like the fishing permit system, the ban on perlemoen (abalone) harvesting, hunting of lions in captivity, mining in sensitive natural areas, sandmining in dune areas, driving on beaches, etc.).
- Divide learners into groups and let them debate these issues. (The class could even send a letter to the MEC responsible for environmental affairs, or the National Minister of Water and Environmental Affairs, with their recommendations on the various issues.)

Defender

Home Language: LO 2 AS 7.2.3
 Life Orientation: LO 3 AS 7.3
 Natural Sciences: LO1 AS 7.1
 Social Sciences (Geo): LO1 AS 7.1.1 & 7.1.2



Defenders prevent the opposition's ball from reaching the goal. You could defend the earth by preventing the actions of polluters (air and water pollution, and littering) and others who damage the environment.

Goals

- Learners grasp the connection between the defender on the soccer field, and the individual defending the earth and its resources.
- Learners realise that prevention is better than cure.

Scoring a green goal (class activities)

- Have learners interview:
 - (a) their parents;
 - (b) the principal; and
 - (c) the owner/manager of a factory (in a nearby industrial area).
 Based on the interviews, let the learners determine what is being done (if anything) to minimise pollution.
- Ask learners to evaluate the information, and:
 - make suggestions on how to prevent more damage to the environment; and
 - debate the issue of 'needs' vs 'wants'. Learners should reflect on the fact that waste is created by our 'wants'.
- Learners could do a waste audit, and determine the best way to reduce their

waste. They will need to know the type (bottles, plastic, tin cans, paper, etc.) and amount of waste (in kilograms) that is generated. Do a daily audit for seven days, and keep track of the waste generated. At the end of the period, the learners should present the data that have been collected in graphical format (one graph for each of the seven days, plus a graph to illustrate the overall 'waste profile'). Discuss trends, with recommendations on how the waste could be reduced, reused or recycled. Encourage and help learners to start a recycling programme at school. For tips, visit www.capetown.gov.za/solidwaste.

Passing the ball

The ball is passed from one player to another to score a goal. Pass on your knowledge of the environment to your friends and family.

Goals

- Learners understand that the ball represents environmental knowledge.
- Learners remember that the information and understanding that they gain to save and protect the earth, needs to be passed on to others.
- Learners realise that one's actions at home and in the community has an impact on the world. Think globally, act locally.



Scoring a green goal (class activities)

- Allow learners the opportunity to use the environmental information they have gained, and to share/pass it on to other people.
- Divide the learners into six groups. Each group should draw up an action plan on how to use the following methods of communication to disseminate their knowledge:
 - Facebook
 - Mxit
 - (School) newspaper
 - (School) radio station
 - Brochures/posters
- Encourage the learners to implement their communication campaign. Urge them to monitor and evaluate how well their campaign works:
 - Which method of communication is more effective? (How can one tell?)
 - Which method is quicker or cheaper? (How does one measure this?)
 - Which is more popular?
 - How is information distorted?

Ask the learners to play the game **Broken Telephone Wires** to explore distortion of information. They should also reflect on how information could be retold until it eventually loses its original meaning.

Celebrating a good pass

Home Language: LO4 AS 7.4.2
Technology: LO1 AS 7.1-7.3

Brilliant individual play is celebrated by the team. Those who contribute to saving the environment and the planet should be praised and rewarded as well.



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Goals

- Learners understand that a team consists of individuals. Everyone has the responsibility to do their best in order to win the match. Individuals who achieve are celebrated and rewarded.
- Learners know more about specific role models (e.g. Nan Rice of the Dolphin Action Campaign) and realise that everyone can be a hero. Not everyone can be a nature conservation officer, for example, or live 100% environmentally friendly. However, everyone can make one small daily contribution, like recycling paper, or re using before buying something new.

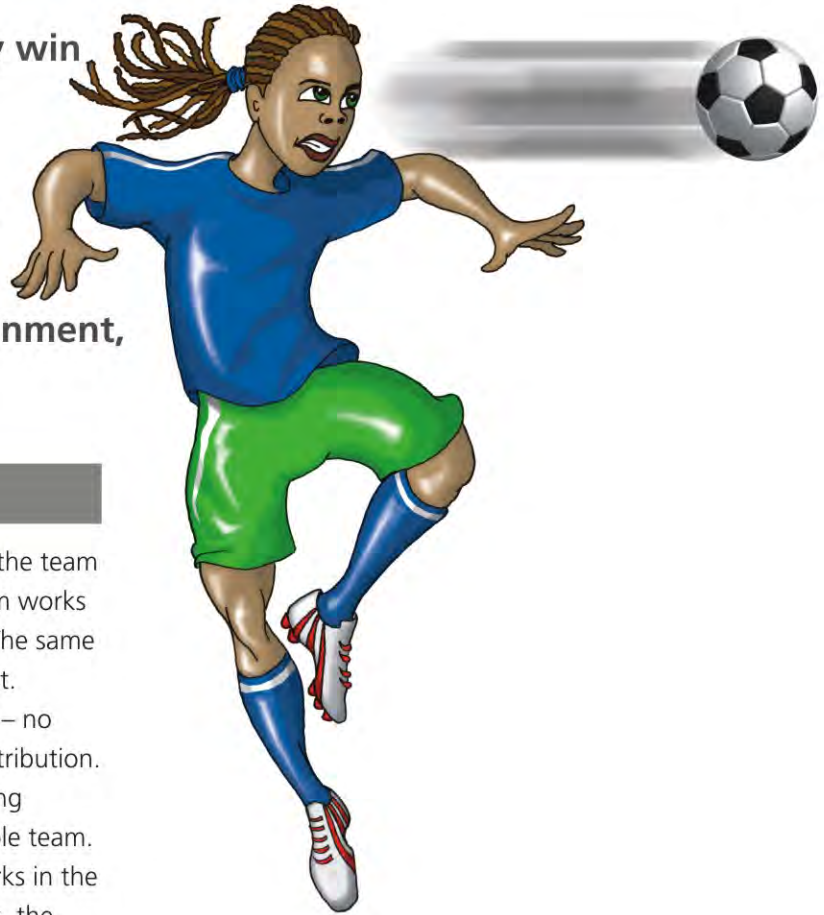
Scoring a green goal (class activities)

- Divide learners into groups of two. Let them research exceptional individuals (local, national or international environmental heroes) and present the information on a poster. This is a wonderful opportunity to be creative! The posters should also include what they think they can do to become local environmental heroes.
- Remind the learners that if they want to score their own green goals, they should put their ideas into practice. They should keep a journal of their experience of being an environmental hero – their project, achievements, actions, and how they intend continuing their project in the future. The school could even give an award to the most successful environmental hero.

Encourage learners to visit www.capetown.gov.za/environment or www.enviropaedia.com to get ideas for projects, get information and start taking action.

Scoring a goal

The team can only win if it scores goals. Similarly, if we work together to improve and protect the environment, everybody wins.



Goals

- Learners understand that the team needs goals to win; a team works together to achieve this. The same applies to the environment. Everyone must contribute – no matter how small the contribution.
- Learners grasp that working together benefits the whole team. The ecological system works in the same way. If one part fails, the whole structure/system collapses.

Scoring a green goal (class activities)

- Let the learners discuss what a food chain is, and what role it plays in the ecosystem.
 - The learners could build their own food chain. Divide the class into groups. They will need the following:
 - Old magazines/newspapers
 - A poster
 - String or wool
 - Glue
- What to do:
1. Have learners choose an ecosystem, like a forest, desert, river, ocean, etc.
 2. Let them cut out pictures of plants and animals that can be found in their ecosystem.
 3. Next, let them arrange the pictures in a food chain, and paste the chain on the poster.
 4. Ask learners to link the pictures with the wool/string to indicate what each animal eats.
 5. Let them present their poster to the rest of the class, and discuss which circumstances would be beneficial to the ecosystem and which would have a negative impact.

As a creative extension of this activity, you could ask the learners to act out their food chain.

Spectator behaviour

Arts and Culture: LO 3 AS 7.3.2.1
Home Language: LO4 AS7.4, LO5 7.5

Just like you support and encourage your team during the game, support environmental causes as well, and make a positive difference to your immediate environment.



Some spectators spoil the game for others by being undisciplined, unruly and messy. Some people do not respect and care for the natural environment that we all share.

Goals

- Learners realise that supporting and encouraging a soccer team has a positive influence on the team. Likewise, supporting and encouraging environmental causes will have a positive effect on the environment.
- Learners understand that spectators

have certain rules to follow not to spoil the game for others. Likewise, everyone should stick to environmental 'rules', as nature belongs to us all. Unfortunately, some people do not respect and take care of the environment and this affects everybody negatively.

Scoring a green goal (class activities)

- Let the learners compile a list of what is expected of a well-behaved spectator at sporting events. The learners should research the code of conduct for spectators for the 2010 soccer matches. Learners could compare their list to the code of conduct, and decide what is applicable - let them discuss the similarities and differences.
- The learners could discuss other examples of good and bad social behaviour that they may have experienced or observed. Guide them towards developing an understanding of appropriate and inappropriate behaviour and the social consequences thereof - let the learners make a list of inappropriate behaviour and let them rate it from bad to worse.
- Choose learners to take part in an environmental role play. These learners could enact a scene where one group will act out good spectator behaviour, and the other group will act out bad behaviour (e.g. littering, making noise). Afterwards, let them discuss the differences. (The learners could use the information gained in the first part of this activity to guide their discussion).
- Other ideas for role playing:
 - Have learners write their own role play, e.g. two groups (of people) are visiting the beach. The one group will behave badly (littering, noise) whereas the well-behaved group enjoys the environment, taking their litter with them when they leave. Let the groups act out the different scenes.
 - Use playback and an issues-based theatre style: As educator, prompt one learner to tell a story of bad behaviour (from his/her own experience) and how it made him/her feel, e.g. ('My sister threw litter on the floor. It made me angry and I didn't do anything') A group of learners then acts out the scene. Now prompt again: 'What do you wish you had done differently?' and let the learners answer. The group then acts out the more positive ending. Now ask: ('How does that make you feel now?') You could also prompt another learner to give a different ending.

Fitness, healthy lifestyle, practice & training

Natural Sciences LO1 AS 7.1
Social Sciences (Geo) LO1 AS 7.1
Arts and Culture LO1 AS 7.1.2.2

Players need to be fit and healthy to perform well during the game. Living a sustainable and healthy lifestyle benefits you and the environment every day. A team needs to train together and develop their skills. Environmental education and training increases our environmental awareness and teaches us to work together to secure the future well-being of our planet.



Goals

- Learners understand the link between a soccer player that must be fit and healthy to be able to perform well, and individuals that must adopt a healthy lifestyle that will benefit the environment.
- Learners realise that knowledge of an environmentally healthy lifestyle is not enough – it must become a way of life (a habit). Remember, it takes 21 days to change a habit.

Scoring a green goal (class activities)

- Let learners research how to live environmentally friendly, with specific reference to:
 - waste;
 - energy;
 - water; and
 - biodiversity.
 Learners could refer to the Smart Living Handbook or www.enviropaedia.com.
- From the research, ask each learner to identify one action they can take, and then practise this new habit to become environmentally fit.
- Motivate learners to keep adding to their list of actions. The more good habits, the more environmentally fit you become!
- Using the Constitution/Bill of Rights (Chapter 24: Environment), the learners could explore through improvisation how environmental risks surrounding waste, water, biodiversity and energy could make one ill/unhealthy, and how alternatives/ solutions could keep one healthy.
- Learners could role-play (with a partner) one healthy habit that they will maintain in their daily life to help lighten the earth's burden.
- Teach learners how to get fit by doing the fun 2010 Soccer 'Diski Dance'. Visit www.southafrica.net/2010 for more information.

Celebrating 2010 the green way



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