



The **PHYSICAL EDUCATION / SPORTS** lesson plan provides teachers and students with the opportunity to investigate the impact climate change is having on the environment through classroom activities.

SUBJECT MATTER (SCHOOL DISCIPLINE / LEARNING AREA)– The **PHYSICAL EDUCATION / SPORTS**

LESSON- Athleticism and the Olympics

OBJECTIVE - Integrating environment and climate change subconsciously to the learning outcome *Athleticism and the Olympics* using digital games' web 2.0 tools. Thus, the students will be able to learn about *Athleticism and the Olympics* consciously while they are raising awareness on the environment and climate change subconsciously using digital games. These games can be applied to indoor and outdoor learning environments, distance and traditional (face-to-face) classrooms.

Learning Objectives of the lesson:

Upon completion of this lesson, students will be able to:

- **assess their perception of athleticism and what it entails**
- **analyse the role Olympic Games play and their impact on sports and society;**
- **effectively explain the environmental impact of major sports events;**

Learning outcomes and environmental awareness and climate change implications -

students will gain a broad understanding of the impact of major sports events on the living planet and the impact of global heating on sports, and explore possible solutions and compromises that the world of sport might need to take to lessen its impact. The outcome is to assess and appreciate the causes and consequences behind these issues as well as to develop possible solutions.



Description of the game and activities and technical specs: The digital game will consist of using a ‘problem tree’ to better understand possible causes of and solutions to the environmental impact of sports events and vice versa (a two-way process, and that sports are affecting the climate just as the climate is affecting sport). The purpose of the game is to enable students to develop awareness of and talk about environmental impacts and action that can be taken.

Key points for the teacher to underline: environmental sustainability in sports, physical activity and education, and outdoor life; challenges: how sport affects and, is affected by, climate change and opportunities: the role of sport in combating climate change; criteria for the sustainable development of sport; sustainable major sporting events worldwide.

INSTRUCTIONS/ PROCEDURES

Teacher- Question 1 – What are the basics of a sprint start in Athleticism?

The teacher explains about the different aspects and its uniqueness of the 400 m sprint compared to 100 m race, the laws that govern a 400 m race and what happens to the body within the race.

Activity 1

The digital game is designed for the students to complete an observation chart about the difference between a 400 m race and a 100 m race, using the words given. This will allow students to critically analyze strengths and weaknesses about the two types of races.

Web 2.0 tool digital game model: fill in the blanks https://www.educaplay.com/learning-resources/8866574-los_deportes.html

Teacher – Question 2 – What is the sport industry at the Olympics?

The teacher explains sport industry and the practice of sports at the Olympics. (e.g. the practice of sports implies a structured organization, sports facilities and equipment, logistics and sponsors, media and athletes; sports industry refers to the creation and production of sport



products, services, programs, and facilities, and also the fans and athletes travelling to take part in major sporting events, such as the Olympics). Explain that environmental issues such as waste management, mobility, water consumption, lighting, fan environmental awareness during a major sport event can cause damage to nature and the environment. (e.g. Sports facilities, events, activities and the manufacture of sporting goods have an impact on the environment. Energy consumption, air pollution, emissions of greenhouse gases and ozone-depleting substances, waste disposal, wastes use and impacts on biological diversity are all issues for the sporting world to address.)

Activity 2

The teacher will describe the following digital game – the ‘ ‘ problem tree’ ’ – elicit some major events, such as Olympic Games, divide the students into three or four groups and explain that they are the organising committee of a major sporting championship. They must first agree on a sport and championship they would like to represent. Then, explain that using their problem tree, they should hold a meeting to identify environmental problems and causes of those problems, created by the sport and the event. Then they must identify possible ways of reducing the carbon footprint and environmental impact of the sport and event. The game will enable students acknowledge sport industry’s recognized impact on the natural environment and allow them to develop strategies to address such relevant issues.

Web 2.0 tool digital game model: group assignment <https://learningapps.org/23484949>

Teacher - Question 3 – Can sports become more environment sustainable ?

The teacher explains the causes that lead to the damage created by sports to the environment (e.g. plastic waste, sports equipment and clothes; stadiums and other large installations with concrete has a high carbon footprint; quantity of water used to maintain golf courses, tennis courts, etc.; motor sports consuming petrol and encouraging people to buy new, faster cars etc) and displays a few possible solutions to the consequences that might occur, such as: global heating, sea levels rising, air and noise pollution, extreme weather events). Explains how to promote and further develop forms of sport which are compatible with nature and the environment (e.g. make sports-related infrastructure more environmentally compatible; reduce



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damage to vulnerable areas; secure and improve opportunities for sport and physical activity outside vulnerable areas; preserve and increase the recreational quality of countryside and its enjoyment value for those doing sport.)

Activity 3

The teacher will describe the following digital game – sustainable sports sport – students pick a sport they know and tick the ways that it could become more sustainable.

Web 2.0 tool digital game model: the millionaire game <https://learningapps.org/1238222>

Follow -up discussion

To check students' understanding of terms related to athletics, Olympic games, to assess their intake of information to ensure they took notes and have an understanding of sports industry, practice of sports and environmental sustainability.

Assessment/ Evaluation

Upon completion of the three activities, ask students to create a PowerPoint presentation to demonstrate the connection between sports events and climate change.