



OFS
Olympics of Sustainability

The Green Playbook

"A Step-by-Step Guide for Organising Sustainability-Focused Youth Sport Events"

WP2

Deliverable 2.2

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How to use the Green Playbook

The Green Playbook is designed for anyone who wants to organise a sustainability-focused youth sport event whether you are a municipality, a sports club, a school, an NGO, or a community group. You do not need prior experience in sustainability or event management to use this guide.

The Green Playbook is built on four cross-cutting principles that should guide every Olympics of Sustainability event:

- **Sustainability** – minimising environmental impact while promoting sustainable lifestyles.
- **Inclusion and accessibility** – ensuring that all young people can participate regardless of gender, disability, background, identity or socioeconomic situation.
- **Safety and wellbeing** – creating respectful, welcoming and safeguarding-oriented environments.
- **Youth participation** – involving young people not only as participants, but also as contributors and co-creators.

These principles should be considered throughout the planning, delivery and evaluation of every OofS event.

The Playbook is designed to be adaptable. Organisers are encouraged to tailor activities, communication, logistics and participation models to their local context while maintaining the core principles of sustainability, inclusion and youth engagement. This Playbook is available in English, Portuguese, Finnish, Slovenian, and Spanish. All versions can be downloaded free of charge from the OofS project website.

Who is this for?

- Municipal sport and youth departments planning community events
- Sports clubs and coaches looking to embed sustainability into their programmes
- Schools and educational institutions integrating sustainability into school sport
- Youth organisations and NGOs organising activities for young people aged 15–19
- Event organisers seeking a tested, replicable competition framework
- Organisations working with underrepresented or vulnerable youth groups
- Community organisations promoting sustainability, inclusion or active citizenship

What you will find inside:

- **Chapter 1:** The OofS methodology and the principles behind it
- **Chapter 2:** Step-by-Step guide to planning an OofS event
- **Chapter 3:** The competition framework and scoring system
- **Chapter 4:** Activity catalogue — ready-to-use sustainability challenges
- **Chapter 5:** Inclusion, accessibility and safeguarding in practice
- **Chapter 6:** Communication and promotion guide
- **Chapter 7:** Evaluation framework
- **Chapter 8:** Budget planning, sustainability and resource management
- **Chapter 9:** Continuous improvement and future development

Annexes: Ready-to-use templates (registration, scoring, checklists, certificates)

Success is not only measured by participation numbers or competition results, but also by the extent to which young people feel included, empowered, safe and inspired to take action for a more sustainable future.

Chapter 1: The OofS methodology and the principles behind it

1.1 What are the Olympics of Sustainability?

The Olympics of Sustainability (OofS) is an innovative model that combines youth sport, sustainability and active participation through engaging activities and competitions. Teams of young people aged 15–19 compete not only for sporting performance but also for their environmental commitment, earning points through sport and sustainability activities while working towards the Green Badge recognition award.

The model is built on **four core principles**:

- **Sport as a platform for positive change:** Physical activity becomes a platform for environmental education and positive behaviour change, not just health and competition.
- **Gamification drives engagement while encouraging teamwork and learning:** The Green Badge recognition system, team-based challenges, and competitive-collaborative format make sustainability exciting, tangible, and rewarding.
- **Simplicity enables replication:** Every element of the OofS model is designed to be implemented by any organisation with minimal external support, using this Playbook as the primary guide.
- **Inclusion creates impact:** The OofS model is designed to be accessible, welcoming and meaningful for young people from different backgrounds, abilities and identities. Participation, belonging and equal opportunities are considered essential components of a sustainable and inclusive event experience.

1.2 Why this approach

The OofS methodology is based on desk research, stakeholder surveys and interviews conducted across Portugal, Finland, Slovenia and Spain. It also draws on existing evidence related to youth participation, sustainability education and sport engagement. Key findings supporting the development of the OofS model include:

- 45% of Europeans never exercise (Eurobarometer 2022). The OofS model seeks to encourage sport participation by making it purposeful and connected to broader social goals.

- Over 90% of European youth are concerned about climate change, but few take structured action (Eurobarometer 2020). OofS aims to bridge the gap between awareness and action through experiential, sport-based learning.
- Stakeholders across all four countries highlighted a need for practical tools and structured approaches to integrating sustainability into youth sport activities and events.
- The majority of surveyed stakeholders identified game-based and collaborative activities as an effective approach for engaging young people.
- Stakeholders emphasised that sustainability initiatives should be accessible to all young people, regardless of gender, disability, socioeconomic background or other personal circumstances. As a result, inclusion and accessibility are embedded throughout the OofS methodology and considered key principles when designing and implementing activities.

1.3 The three phases

Accessibility, inclusion, safety and youth participation should be considered throughout all phases of planning, delivery and evaluation. Organisers are encouraged to integrate these principles into every stage of the event process.

Every OofS event follows **three phases**:

Phase	Timeline	Key Actions
Preparation	12–4 weeks before	Define the event concept, engage young people in planning, recruit teams, secure venue(s), prepare activities, train staff and volunteers, ensure accessibility and inclusion measures and promote the event.
Event Day	Competition day	Welcome and orientation, sport challenges, sustainability challenges, scoring, Green Badge ceremony, closing
Follow-Up	1–4 weeks after	Collect feedback, analyse results, evaluate inclusion and accessibility measures, produce the event report, recognise participants, plan next steps

1.4 Key stakeholder insights

This Playbook was directly shaped by the OofS stakeholder research e-paper: **62 survey responses** and **20 interviews** across Portugal, Finland, Slovenia, and Spain. Every design decision traces back to field evidence:

Stakeholder Findings	How it shaped the Green Playbook
Organisations need practical and easy-to-use sustainability resources	Step-by-step templates, checklists and ready-to-use activity descriptions are integrated throughout the Playbook
Stakeholders consistently requested practical tools such as templates, examples, checklists and implementation guidance	Chapter 2 includes a 12-week planning timeline, venue checklist and staffing guidance
Stakeholders highlighted the importance of balancing competition, teamwork and learning when engaging young people	Activities are designed as playful competitions that reward both participation and collaboration
Schools were frequently identified as important partners for reaching young people aged 15–19	School partnerships are included as a key outreach and recruitment strategy
Financial and resource-related barriers were identified as major challenges for implementation.	Chapter 8 includes budget guidance, cost-saving measures and recommendations for keeping participation affordable.
Many respondents reported limited knowledge and experience in integrating sustainability into sport activities.	The Playbook is designed as a practical self-service guide that can be used without prior expertise.
Inclusion, accessibility and meaningful participation were identified as important success factors.	Dedicated guidance on inclusion, accessibility and safeguarding is included throughout the Playbook and in Chapter 5.
Partnerships and cross-sector cooperation were highlighted as essential for long-term implementation.	The Playbook encourages organisers to collaborate with schools, municipalities, sport organisations and community stakeholders when planning and delivering events.
Young people are generally aware of sustainability issues, but often lack opportunities to translate awareness into action.	The OofS model combines sport and sustainability challenges to encourage practical action and experiential learning.

1.5 The Green Badge and the role of gamification

The OofS model uses gamification to encourage participation, engagement and sustainability-related actions among young people.

The Green Badge is a recognition awarded to teams that demonstrate a strong commitment to sustainability throughout the event. While overall event rankings are based on the points earned across activities and bonus challenges, the Green Badge highlights environmental achievement as a success in its own right.

Teams that achieve the Green Badge threshold demonstrate not only environmental knowledge, but also positive behaviours, cooperation and engagement with the sustainability objectives of the event.

The Green Badge can be earned regardless of a team's final ranking, ensuring that environmental commitment is recognised and celebrated alongside participation, teamwork and sport performance.

How the Green Badge Drives Change

- **Visible recognition:** A tangible and shareable achievement that extends the sustainability message beyond the event day.
- **Achievable target:** The Green Badge is designed to be challenging but attainable, encouraging participation and sustained effort without discouraging teams.
- **Team-based accountability:** The badge is earned collectively, encouraging teamwork, cooperation and shared responsibility throughout the event.
- **Recognition beyond competition:** Teams can earn the Green Badge regardless of their final ranking, ensuring that environmental commitment and positive behaviours are recognised and celebrated.

Chapter 2: Step-by-Step guide to planning an OofS event

2.1 Planning timeline

The following timeline provides a week-by-week guide for organising an OofS event. Adjust timelines based on your local context and capacity. Adjust the timeline and roles accordingly to your resources.

When	What	Who
12 weeks before	Form the organising team. Define the event date, duration and location.	Event coordinator
10 weeks before	Secure the venue. Confirm available sport and outdoor spaces. Check accessibility and inclusion considerations.	Logistics lead
8 weeks before	Design the activity programme using Chapter 4 of this Playbook. Select the activities (mix of sport and sustainability). Involve young people in planning and testing activities where possible.	Activity coordinator
8 weeks before	Begin team recruitment. Contact schools, sports clubs and youth organisations. Identify youth ambassadors or volunteers who can support promotion and delivery. Use the registration form in Annex A.	Recruitment lead
6 weeks before	Launch the communication campaign. Use the social media templates in Chapter 6. Share digital communication material.	Communications
6 weeks before	Recruit and brief referees and volunteers (minimum 2 per activity station).	Event coordinator
4 weeks before	Close team registration. Confirm participant numbers and team compositions in line with the participation guidelines.	Recruitment lead
4 weeks before	Prepare all materials: scoring sheets, Green Badge stickers, recycling bins, quiz cards, etc.	Logistics lead
2 weeks before	Send the information pack to all registered teams: schedule, rules, what to bring, transport options, sustainability and accessibility information.	Communications
1 week before	Final venue check. Rehearse the activity flow. Brief all staff and volunteers. Confirm sustainable and inclusive catering options.	All team
Event day	Execute the programme. Document the event through photos and video, ensuring appropriate consent procedures have been followed up. Administer participant surveys. Award Green Badges.	All team

2.2 Venue selection checklist

The following points are recommended:

- Sufficient indoor and/or outdoor space to safely deliver the selected activities.
- Access to indoor space as a backup in case of adverse weather.
- Accessible for people with disabilities, including pathways, changing rooms, toilets, parking areas, activity spaces and spectator areas.
- Reachable by public transport, bicycle, carpooling or on foot, with clear travel and accessibility information provided to participants in advance.
- Access to drinking water and electricity for event logistics.
- Permission to plant seedlings or conduct nature-based activities (if applicable).
- Space for a central registration and information point, as well as an area for opening and closing ceremonies.
- Waste management infrastructure, including recycling bins and waste separation areas.
- Access to a quiet space for participants who may need a break from noise, activity or sensory stimulation.
- A safe environment with first aid access, emergency procedures and designated safeguarding contacts.
- Space for clear signage and accessible communication materials.

2.3 Staffing and volunteers

The staffing structure presented below reflects the resources used in the Olympics of Sustainability project events. Organisers are encouraged to adapt roles, responsibilities and staffing levels according to the size, format and local context of their own event. Smaller events may combine several roles, while larger events may require additional personnel and volunteers. Example staffing structure for an OoFS event with 6–10 teams (30–50 participants):

Role	How many?	Responsibilities
Event Coordinator	1	Overall management, timeline, decision-making

Role	How many?	Responsibilities
Activity Coordinator	1	Manages the activity programme, briefs station leaders
Referees	4–6	Score the performance at each station
Inclusion and Safeguarding Contact	1	Supports participants, responds to concerns, promotes a safe, accessible and welcoming environment. This role may be combined with another staff function in smaller events.
Registration / Info Point	1–2	Welcome and check-in participants, distribute materials, answer questions
Communications / Media	1	Photos, video, social media, documentation and media consent management.
First Aid	1	On-site first aid support and emergency response (mandatory).
Volunteers	4–6	Support activity stations, participant guidance, logistics and event setup/teardown.

Chapter 3: The competition framework and scoring system

The competition framework is recommended for an even number of teams (e.g. 6-10 teams, 30-50 participants).

3.1 Team composition rules

Rule	Requirement
Team size	5 members per team (no more, no less)
Diversity and inclusion	Teams are encouraged to reflect diversity and include at least 2 girls or young women, while welcoming participants from different backgrounds, experiences and abilities.
Age range	15–19 years old
Participation	Teams are expected to participate in all scheduled activities.
Participation fee	Participation is free of charge for all teams.

Organisers are encouraged to create an inclusive participation environment and actively support the involvement of underrepresented groups, including girls and young women, young people with disabilities, LGBTQI+ youth, young people from migrant backgrounds and those facing socioeconomic barriers. This could mean working together with organizations already in close contact with these underrepresented groups.

3.2 Example programme structure

A typical OofS event may include:

Category	Example maximum points
Sport Activities	200 points (2 stations)
Sustainability Activities	300 points (3 stations)
Green Transport Bonus	50 points
Behaviour Bonus*	50 points
Sustainability Knowledge Quiz	50 points
Total	650 points

* The Behaviour Bonus is awarded to a team promoting a respectful, welcoming and positive atmosphere throughout the event. The Behaviour Bonus is awarded at each station (10 point/station) if a team meets the criteria and is evaluated by the station referee.

This structure places greater emphasis on sustainability learning and environmental action while maintaining a strong sport component. Organisers may adapt the number and type of activities according to local circumstances and event objectives, while maintaining the overall scoring principles of the OofS framework.

3.3 Final ranking

The final ranking of the participating teams is based on the total number of points earned throughout the event.

Each activity station awards points according to the scoring criteria described in Chapter 4. To support consistency across events, activity stations should generally be designed with a maximum score of 100 points per station.

Additional points may be earned through bonus activities and challenges included in the event programme.

Overall score = Total points earned

The Green Badge is required to be earned by the winning team. In case of a tie, the team with the higher Green Score (explained in 3.4) should be ranked higher.

3.4 The Green Badge

The Green Badge is the OofS recognition award for environmental commitment and sustainability engagement throughout the event.

The Green Badge is awarded as a sticker. The layout can be found in Annex C and should be produced using the OofS visual identity.

The Green Badge is independent of the overall event ranking. A team can earn the Green Badge without winning the competition. This ensures that environmental commitment is recognised and celebrated alongside sport participation and performance.

Green Score

The Green Badge is based on a team's Green Score, which reflects its performance in sustainability-related activities and challenges.

The Green Score consists of:

- Sustainability Station 1 (max. 100 points)
- Sustainability Station 2 (max. 100 points)
- Sustainability Station 3 (max. 100 points)
- Sustainability Knowledge Quiz (max. 50 points)

Maximum Green Score = 350 points

The Green Transport Bonus may contribute additional sustainability points where applicable but is not required to achieve the Green Badge.

Green Badge criteria

A team is awarded the Green Badge if it:

- Achieves at least 245 points (70%) of the available Green Score.

- Promotes a welcoming and respectful atmosphere, taking other teams into account.
- Has no serious incidents of unfair, disrespectful or environmentally harmful conduct.

The common threshold above applies to all OofS events. Organisers may add further local criteria provided these are communicated clearly before the event and do not lower the common threshold. Teams that meet the Green Badge criteria should be recognised during the closing ceremony.

Example outcome

In this example, Team C wins the event with the highest Total Score (520 points). Team A and Team C earn the Green Badge by exceeding the Green Score threshold of 245 points. Team B does not earn the Green Badge because its Green Score is below the threshold.

Team	S1	S2	SUS1	SUS2	SUS3	BB	Quiz	GS	GB	Total score
Team A	85	70	80	90	85	40	45	300	Yes	495
Team B	95	90	65	70	75	30	30	240	No	455
Team C	70	80	95	90	90	50	45	320	Yes	520

Caption:

S - Sport

SUS - Sustainability

BB - Behaviour Bonus

GS - Green Score

GB - Green Badge

Chapter 4: Activity catalogue

This chapter provides practical activity descriptions and implementation guidance for OofS events. The catalogue includes 10 activities and organisers should select 7 activities (2 sport - and 3 sustainability activities + behaviour bonus and quiz) ensuring a balanced mix of sport, sustainability and learning experiences.

The six Eco Games (Activities 1–6) were originally developed through SDE's Eco Athlete programme and adapted for the Olympics of Sustainability framework. They are suitable for larger groups and can be adapted to different event sizes. Activities 7–10 complement the core games by offering orienteering, sustainable transport, knowledge-based and workshop-style formats.

An additional pocket version of the activities will be developed and published later on the OofS website.

4.1 General considerations for all activities

Organisers should adapt activities to the age, abilities and needs of participants. This may include adjusting movement requirements, playing area size, timing, equipment or participant roles to support inclusive participation.

Recycling categories, colours and symbols should reflect local waste management practices and systems.

All materials and equipment should be clean, safe and suitable for the intended activity. Whenever possible, reused, repurposed or recycled materials should be used, and the purchase of new materials should be avoided.

To strengthen learning outcomes, organisers are encouraged to facilitate a short reflection after each activity, linking participants' experiences to sustainability, environmental responsibility and teamwork.

4.2 Selecting your activities

For a standard one-day OofS event, we recommend selecting 7 activities (2 sport - and 3 sustainability activities + behaviour bonus and quiz) from this catalogue. Organisers may adapt the programme according to the event duration, group size, venue, local needs, participant interests and learning objectives.

A balanced programme should combine different types of learning and participation experiences. Where possible, include activities that address:

- Physical activity and teamwork

- Waste management and recycling
- Nature, biodiversity and environmental awareness
- Creativity, reflection or sustainability knowledge

PART A: ECO GAMES (Developed by SDE)

These six Eco Games form the foundation of the Olympics of Sustainability activity programme, developed by SDE and adapted to the principles of Olympics of Sustainability. Each activity combines physical activity with sustainability learning and encourages teamwork, participation and active engagement. The games include scoring systems and can be adapted to different event sizes, participant groups and local contexts.

Activity 1: Capture the Eco Flag

Element	Detail
Category	Sustainability
Duration	10 minutes (or until flag is captured)
Format	2 teams per round (tournament bracket)
Players	5 participants per team (standard OofS format)
Staff	2 referees + 2 volunteers
Example of playing area	½ football pitch, inside sport hall
Description	A team game that combines movement, strategy and environmental learning. Waste items are distributed across the playing area. Teams collect one item at a time, transport it to their Recycling Area and sort it into the correct recycling category to earn points. Players enter the opposing team's half to collect items but can be tagged with a light touch by an opposing player. Tagged players move to the re-entry zone, count to 10, and then return to play. Once all waste items have been collected and correctly sorted, teams may attempt to capture the opposing team's flag. Capturing the flag ends the game and awards bonus points. If no flag is captured, the team with the highest score wins.
Scoring — Waste Items	Plastic bottles (20 available): 1 point each Paper pieces (10 available): 2 points each Plastic bags (6 available): 3 points each Hazardous waste token (2 available): 5 points
Scoring — Flag	Captured flag: 40 points (only after all waste items have been correctly sorted from the other teams side)
Winning condition	Highest score OR successful flag capture.
Sustainability learning	Different types of waste require different handling and disposal methods; responsible waste management; teamwork and strategic decision-making.
Materials	20 plastic bottles, 10 paper pieces, 6 plastic bags, 2 hazardous waste tokens (use a symbolic token or card to represent hazardous waste; do not use real hazardous waste items), 2 flags, cones for boundaries and team bibs.

Activity 2: Eco Obstacle Course

Element	Detail
Category	Sport
Duration	The team that has the fastest time
Format	One team at the time in the obstacle course

Players	5 participants per team
Staff	1 referee/obstacle course + 1 volunteer
Example of playing area	Room for 20-50m obstacle course
Description	A fast-paced relay where teams transport different types of reusable or recyclable materials through an obstacle course. Different waste items require different levels of cooperation and are marked with different colors. Smaller items can be carried by one participant, while larger objects require two or more team members working together. Teams must balance speed, cooperation and strategy to make the fastest time. The obstacle course should be 20-50 meters and be identical for each team.
Level of cooperation — Waste items	Small item (e.g. plastic bottle): 1 person Medium item (e.g. cardboard box, reusable container or wooden object): 2 people Large item: 3+ people
Winning condition	The team that has taken all waste to the other side in the fastest time. The 100 points are divided based on ranking (time).
Sustainability learning	Cooperation and coordination; teamwork and communication; responsible handling of reusable and recyclable materials; understanding how different tasks may require different levels of effort and collaboration.
Materials	Reusable or recyclable objects of different sizes, obstacle course equipment (e.g. cones, hoops or tunnels) and an auditory and/or visual signal device.

Activity 3: Eco Bowling

Element	Detail
Category	Sport
Duration	7 minutes
Format	One team per bowling area
Players	5 participants per team
Staff	2 referee/bowling area + 1 volunteer
Example of playing area	Room for 15m playing area + recycling (any outdoor/indoor area)
Description	The team throws a soft ball at recyclable target objects placed at different distances. Targets positioned further away are worth more points but are more difficult to hit. When a target is successfully knocked over, the team retrieves the object and places it in the correct recycling container before continuing. Teams must balance accuracy, speed and teamwork to maximise their score within the time limit. Incorrect sorting results in penalty points.
Scoring — Targets hit	5m: 1 point 10m: 3 points 15m: 5 points
Scoring — Penalties	Incorrectly sorted item: -5 points
Winning condition	Highest score after 7 minutes or all targets successfully hit and correctly sorted. The 100 points are divided based on ranking (points scored).
Sustainability learning	Basic awareness of waste sorting and recycling; responsible handling of materials; teamwork, coordination and accuracy.
Materials	Soft balls, different recyclable target objects (min. 10 objects) that can be knocked over, recycling containers, scoring sheets and distance markers

Activity 4: Eco Tail Tag

Element	Detail
Category	Flexible (Sport or Sustainability)
Duration	3 minutes (or until all tails collected)
Format	2 teams per round (tournament bracket)
Players	5 participants per team
Staff	2 referees + 1 volunteer
Example of playing area	½ football pitch, inside sport hall
Description	Each player wears three coloured tails attached to their waistband. Different tail colours represent recycling categories selected by the organiser and should reflect local waste management practices. When a player captures a tail from an opposing participant, they run to the Recycling Area, collect the corresponding

	waste item and place it in the correct recycling container. Each team starts with 15 tails.
Scoring — Basic tails	Captured tail + correctly sorted waste item: 1 point
Scoring — Penalties	Incorrectly sorted waste item: -3 points
Winning condition	Highest score after 3 minutes. If all 15 tails are collected, the team with the fastest time is ranked higher. The 100 points are divided based on ranking (points scored or time).
Sustainability learning	Waste sorting and recycling; understanding; correct sorting under time pressure; teamwork, speed and spatial awareness.
Materials	Coloured tails (15 per team), waste items representing locally relevant recycling categories, recycling containers and a whistle or other signal device. Tails are fabric pieces.

Activity 5: Eco Rescue Mission

Element	Detail
Category	Sustainability
Duration	10 minutes per round (teams switch roles)
Format	2 teams per round
Players	5 participants per team (standard OoFS format)
Staff	2 referees + 2 volunteers
Example of playing area	½ football pitch, inside sport hall
Description	Teams compete in two rounds and switch roles between rounds. In each round, one team acts as the Collection Team and the other as the Challenge Team. The Collection Team must collect waste items from the playing area and sort them into the correct recycling categories as quickly and accurately as possible. The Challenge Team creates environmental obstacles that the collectors must overcome. These may include holding barrier ropes that participants must duck under or step over, moving cones to create changing pathways, or acting as pollution checkpoints where participants must answer a short sustainability question before continuing. If a participant answers incorrectly, they must return the item to the collection area and try again. Challenge Teams earn points when participants are delayed or required to repeat a task due to an environmental challenge. After both rounds have been completed, the team with the highest total score wins.
Scoring – Collection Team	Correctly sorted waste item: 1 point
Scoring – Challenge Team	Participant delayed or required to repeat a task due to an environmental challenge: 2 points
Scoring – Team Bonus	If all waste items are correctly sorted within 10 minutes: +20 points
Winning condition	Highest combined points after both rounds.
Sustainability learning	Waste collection and sorting; teamwork and communication; problem-solving under pressure; resilience.
Materials	Waste items, recycling containers, centre markers and timer.

Activity 6: Eco Upcycling Challenge

Element	Detail
Category	Sustainability
Duration	10 minutes
Format	2 teams per round OR all teams participate simultaneously depending on resources
Players	5 participants per team. Participants share responsibilities for sorting, transporting and building. Roles may be rotated during the activity.
Staff	2 referees + 2 volunteers
Example of playing area	½ football pitch, inside sport hall
Description	Teams work together to build the tallest free-standing structure possible using only reused and recyclable materials. Each team starts with an identical set of materials placed in their collection zone. Participants transport the materials one

	item at a time to the construction zone. If a material is dropped, the participant returns to the place where the item was picked up and tries again. Once materials have been transported, teams use them to construct their structure. Teams must balance speed, teamwork, creativity and efficient use of resources throughout the challenge.
Scoring — Usage of all materials	The team that uses the most materials + 5 points
Scoring — Creativity	Creativity, design and functionality of the final structure: 1–10 points
Scoring — Stability	Construction remains standing independently during a 10-second stability test: +5 bonus points
Scoring — Height	The team with the tallest structure + 5 points
Winning condition	Highest total score. The 100 points are divided based on ranking.
Sustainability learning	Material reuse and upcycling; creative problem-solving; teamwork and communication; circular economy concepts; responsible use of resources.
Materials	Identical sets of reusable or recyclable materials for each team (e.g. bottles, cardboard, paper tubes, caps, boxes and string), timer, measuring tape and scoring sheet.
Things to consider	• Ensure that all teams receive an identical set of materials to support fair competition. • Clearly communicate the judging criteria before the activity begins and ensure that all teams are assessed using the same criteria. • Encourage creativity and resourcefulness rather than focusing solely on height.

PART B: ADDITIONAL ACTIVITIES (Contributed by consortium partners)

These activities complement the Eco Games with different formats: outdoor orienteering, transport incentives, knowledge testing, and creative workshops.

Activity 7: Eco Adventure Rogaining

Element	Detail
Category	Flexible (Sport or Sustainability)
Duration	40–90 minutes (depending on the route length, terrain and number of participating teams. Shorter routes may be used for younger participants or introductory events.)
Format	All teams participate simultaneously. Staggered start (recommended: 3-minute intervals).
Players	5 participants per team
Staff	All available staff
Example of playing area	Adapt to local conditions
Description	Teams navigate a course using a map and visit a series of control points. At each control point, participants complete sustainability-related tasks such as identifying species, habitats or environmental features, documenting observations, answering quiz questions, or carrying out biodiversity activities. Tasks should be adapted to local conditions, participant experience levels and environmental regulations. The activity can be organised in forests, parks, school grounds or urban environments.
Scoring	Amount of controls visited: 0-30 points Species, habitat or environmental observations: 0-30 points Biodiversity activity, ecosystem challenge or environmental task: 0-30 points Optional teamwork, completion or time bonus: +10 points
Winning condition	Highest total score (controls visited + environmental tasks + biodiversity challenge + optional bonus)
Materials	Maps, species identification cards or task sheets, answer sheets, control markers and any materials required for local biodiversity activities.
Sustainability learning	Biodiversity awareness; connection with nature; environmental observation skills; understanding local ecosystems; teamwork and outdoor navigation skills; responsible behaviour in natural environments.

Things to Consider	• Ensure all activities comply with local environmental regulations and land-use permissions. • Avoid disturbing wildlife or sensitive habitats. • Provide accessible route alternatives where possible. • Adapt tasks to local biodiversity, seasons and environmental conditions. • Adapt the route to the participants' orienteering skills and experience level. The activity can also be conducted in an urban environment.
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Activity 8: Green Travel Challenge (+ voluntary workshop station)

Element	Detail
Category	Sustainability
Duration	Pre-event travel challenge + 45-minute workshop
Format	All teams participate
Players	5 participants per team (standard OoFS format)
Staff	1-3 people, depending on format
Example of playing area	Depending on format
Description	Teams are encouraged to use sustainable travel options when attending the event. Eligible travel methods should be defined by the organiser according to local circumstances and may include walking, cycling, public transport or carpooling. Travel choices may be verified through photo evidence, travel tickets or another method determined by the organiser. During the event, participants take part in an interactive workshop on sustainable mobility, carbon footprints and personal climate action. If the organisers want to conduct the workshop as one of the sustainability stations, it should encourage participants to reflect on their own travel habits and identify opportunities for more sustainable choices in everyday life. Following the workshop, each team designs an engaging and informative “30-Day Green Challenge” for their school, sports club or community. Teams present their challenge on a poster, flipchart or digital canvas, including: • A challenge name and slogan • 3–5 sustainable travel actions • The target group • How participation could be encouraged or tracked • Expected environmental and community benefits Teams then present their challenge to the group.
Scoring – Sustainable Travel	Demonstrating sustainable travel choices appropriate to their local context. The organiser should define the criteria in advance, taking into account local transport infrastructure, accessibility considerations and travel distances. 0-50 points.
Scoring for workshop station – Challenge Proposal	Creativity, feasibility, communication and potential sustainability impact of the proposed 30-Day Green Challenge: 0–100 points
Winning condition	Highest combined score from sustainable travel and challenge proposal
Materials	Workshop materials (e.g. carbon footprint cards, infographics, case studies and discussion prompts), poster paper or digital presentation tools, markers and evaluation sheets.
Sustainability learning	Carbon literacy; sustainable mobility; climate action; creative problem-solving; peer-led behaviour change.
Things to consider	• Ensure that transport incentives do not disadvantage participants with disabilities, accessibility needs, long travel distances or limited access to public transport. • Adapt transport criteria and scoring to local conditions, available infrastructure and accessibility considerations. • Encourage practical, realistic and achievable actions that participants can continue after the event. • Focus on positive behaviour change and learning rather than competition alone.

Activity 9: Eco Knowledge Quiz

Element	Detail
Category	Sustainability
Duration	15–20 minutes
Format	All teams participate simultaneously
Players	5 participants per team (standard OoFS format)
Staff	1-3 people, depending on quiz format
Example of playing area	Outside/inside area, depending on quiz format
Description	Team-based quiz on local and global sustainability topics such as climate change, biodiversity, waste management, energy, water, transport and sustainable lifestyles. Participants are encouraged to discuss questions within their teams before submitting their answers. Questions may be delivered through quiz cards, presentations or digital tools, depending on the event format.
Scoring	5 points per correct answer (maximum 50 points). The scoring can be adjusted based on the amount of questions asked.
Materials	Quiz cards, presentation slides or digital quiz platform; answer sheets or answer cards; score sheet. Examples of questions can be found in annex F.
Sustainability learning	Environmental literacy; critical thinking; team discussion and decision-making; knowledge reinforcement.
Things to consider	• Adapt question difficulty to the age and experience of participants. • Include both local and global sustainability topics. • Ensure that questions are clear, accessible and culturally relevant. • If applicable, a version with three "speed questions", where the reward goes to the fastest correct answer, can be used.

Activity 10: Water Footprint Challenge

Element	Detail
Category	Sustainability (water consumption and sustainable lifestyles)
Duration	5-10 minutes
Format	All teams participate simultaneously
Players	5 participants per team (standard OoFS format)
Staff	All available staff
Example of playing area	Outside/inside area, depending on format
Description	Teams compete to identify and rank the water footprint of different everyday products, foods and activities. The activity is begun with a short introduction of the game and information about what a water footprint is. A set of cards is placed at a central station. One participant at a time collects a card and brings it back to the team. Once all cards have been collected, teams work together to arrange them from the lowest to the highest estimated water footprint. The organiser then reveals the correct order and facilitates a short discussion about hidden water use and sustainable consumption. Minimum 10 cards.
Scoring	Correct placement of each card: 10 points Maximum score: 100 points
Materials	Water footprint cards representing products, foods and everyday activities with different water footprints, scoring sheets and optional visual materials showing actual water footprint figures. Low: Apple, Bicycle, Glass of tap water Medium: Cotton T-shirt, Cheese sandwich, Pair of jeans High: Hamburger, Beef steak, Chocolate bar, AI-generated response Organisers are encouraged to verify the approximate water footprint values of the selected products using reliable sources (e.g. the Water Footprint Network Product Gallery), as values vary depending on production methods and country of origin. Presenting the approximate values after the activity can support discussion and learning.
Winning condition	Highest total score after card ranking and bonus questions, if applicable.
Sustainability learning	Water consumption, sustainable lifestyles, critical thinking, teamwork and awareness of hidden environmental impacts associated with everyday choices.
Things to consider	• Adapt products and examples to local contexts.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Use age-appropriate water footprint data and explanations.• Include a mix of food, clothing, transport and lifestyle examples.• Emphasise that the objective is learning and discussion rather than memorising exact figures. |
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Chapter 5: Inclusion, accessibility and safeguarding in practice

The OofS project seeks to create opportunities for participation among young people from diverse backgrounds and experiences. Particular attention is given to groups that may face barriers to participation in sport and physical activity, including girls and young women, persons with disabilities, LGBTQI+ youth, young people with migrant backgrounds and socioeconomically disadvantaged youth.

Inclusion, accessibility and safeguarding should be integrated into all stages of event planning, delivery and evaluation.

5.1 Planning for inclusive participation

Creating an inclusive event starts long before the event day. Organisers are encouraged to consider accessibility, communication, recruitment and participation barriers throughout the planning process. The aim is to create opportunities for participation among a diverse range of young people, including those who may not currently participate in organised sport or who face barriers to participation.

When planning an OofS event, organisers are encouraged to consider the following aspects:

- Participation should be free of charge or kept as affordable as possible.
- Consider transport support, coordinated travel arrangements or other practical measures for participants facing economic, geographic or accessibility barriers.
- Use a variety of recruitment channels, including schools, sports clubs, youth organisations, disability organisations, LGBTQI+ organisations, migrant organisations and community groups where relevant.
- Encourage diverse participation and ensure that teams include at least two girls or young women.
- Provide clear information about the event, activities, accessibility arrangements, support options and participation requirements well in advance of the event.
- Communication materials should use clear, accessible and inclusive language. Where relevant, organisers may provide information in multiple languages or use plain language principles to improve accessibility.

- Use inclusive and non-stereotypical language and avoid assumptions about gender, ability, cultural background or previous sporting experience.
- Feature diverse participants and role models in communication materials. Use authentic images where possible and avoid reinforcing stereotypes.
- Ensure that communication focuses on participation, learning, teamwork and enjoyment rather than only competition and performance.
- Consider cultural and religious needs when planning schedules, catering, communication and participation arrangements.
- Registration processes should be simple and accessible. Alternative registration options, such as telephone or email registration, may be offered for participants who experience barriers related to language, literacy, disability or digital access.
- Registration forms should provide opportunities for participants to communicate accessibility requirements, support needs or accommodation requests in advance. Where appropriate, organisers may also offer optional questions regarding preferred names and pronouns.
- Event venues should be selected with accessibility in mind, including routes, facilities, activity spaces, toilets and gathering areas where possible.
- Media consent procedures, data collection and participant information should comply with national legislation and safeguarding requirements.

Planning for inclusion does not mean that every event must provide every possible accommodation. Rather, organisers should take reasonable and proactive steps to identify and reduce barriers so that as many young people as possible can participate, contribute and feel welcome throughout the event.

5.2 Accessible and inclusive event delivery

During the event, organisers should aim to create an environment where all participants can engage meaningfully, contribute to their teams and feel welcomed, respected and safe.

Activities should be delivered in ways that recognise different abilities, experiences, communication styles and support needs. The goal is not for all participants to participate in exactly the same way, but for everyone to have opportunities to contribute and engage.

Organisers are encouraged to consider the following aspects:

- Provide clear instructions using multiple communication methods where appropriate, including verbal demonstrations, visual examples and written explanations.
- Offer flexible participation options. Teams may distribute responsibilities according to individual strengths, abilities and interests. Participants may contribute through physical participation, strategy, communication, scoring, organisation or other supportive roles.
- Adapt activity rules, distances, time limits, equipment or playing areas where necessary to support participation and accessibility, if possible.
- Consider sensory and cognitive accessibility. Where music, whistles or other auditory signals are used, provide visual alternatives where possible and ensure access to quiet spaces or breaks if needed.
- Ensure that activity areas, gathering spaces and facilities are as accessible and easy to navigate as possible.
- Provide access to drinking water, rest areas and opportunities for participants to take breaks when needed.
- Consult participants directly. Where possible, ask participants what accommodations or adaptations may be helpful rather than making assumptions.
- Monitor participation throughout the event and take action if individuals or groups appear excluded or unable to participate fully.

Organisers should remain flexible and responsive throughout the event. The objective is not equal performance, but meaningful participation, learning, teamwork and engagement for all participants.

5.3 Safeguarding and wellbeing

All OoFS events should provide a safe, respectful and supportive environment for participants, volunteers and staff. Safeguarding is a shared responsibility and should be considered throughout event planning, delivery and evaluation.

The following measures are recommended for all events:

- Appoint a safeguarding contact person. Participants, volunteers and staff should know who to contact if they have concerns, experience inappropriate behaviour or need support.
- Communicate a clear code of conduct. Expectations regarding respectful behaviour, inclusion and fair participation should be communicated before and during the event.

- Respect privacy, consent and personal boundaries. Participants should always have the right to make informed choices regarding photographs, physical contact and personal information.
- Ensure appropriate supervision. Adequate supervision and support should be available throughout the event, particularly when activities involve minors.
- Support participant wellbeing. Provide access to drinking water, rest areas, shade or shelter, and opportunities for breaks throughout the event.
- Provide quiet spaces where possible. Some participants may benefit from a calm environment away from noise and activity for short periods during the event.
- Establish procedures for reporting concerns. Participants and staff should know how concerns can be reported and how incidents will be handled.
- Comply with national safeguarding and child protection requirements. Organisers are responsible for ensuring that all safeguarding measures align with applicable legislation and organisational policies.
- Participation should be voluntary. Participants should be able to opt out of specific activities or take breaks when needed without stigma or negative consequences.

5.4 Learning and continuous improvement

Organisers are encouraged to collect feedback from participants, volunteers and partners regarding inclusion, accessibility and safeguarding. Evaluation findings can help identify barriers to participation, highlight successful practices and inform future improvements.

Questions organisers may consider include:

- Did participants feel welcomed and included?
- Were accessibility arrangements effective?
- Were any barriers identified?
- Did participants feel safe and respected?

Chapter 6: Communication and promotion guide

6.1 Timeline

When	Action
8 weeks before	Inform about the event. Open registrations and share key event information.
6 weeks before	Distribute digital promotional materials. Engage local media, municipalities and community organisations. Encourage partners to share the event through their own networks.
4 weeks before	Share participant stories, sustainability tips or behind-the-scenes content. Send a registration reminder and highlight key event activities.
2 weeks before	Send the information pack to registered teams. Begin a countdown campaign on social media and share practical information about transport, accessibility and sustainability.
Event day	Share live updates, photos and short videos. Highlight participant experiences, sustainability actions and Green Badge achievements.
1 week after	Publish event highlights, photos, results and Green Badge recipients. Thank participants, volunteers and partners.
2 weeks after	Share key outcomes, participant feedback and sustainability impact. Publish a short recap video or article where possible.

6.2 Key Messages

For young people:

- “Take on sport and sustainability challenges together with your team.”
- “Earn the Green Badge and show how positive actions can make a difference.”
- “Learn, compete and have fun while contributing to a more sustainable future.”

For schools and clubs:

- “A free event combining physical activity, environmental learning and youth participation.”
- “Supports sustainability education through practical, engaging and inclusive activities.”
- “Provides opportunities for teamwork, leadership and active citizenship.”

For public authorities and municipalities:

- “A practical and adaptable model for combining youth engagement, sustainability and sport.”
- “Supports local sustainability goals, active lifestyles and community participation.”
- “Easy to implement through partnerships with schools, clubs and community organisations.”
- “Support local sustainability strategies and contribute to the implementation of the UN Sustainable Development Goals (Agenda 2030).”

For the media:

- “Young people are taking action for the environment through sport.”
- “The Olympics of Sustainability combines competition, teamwork and environmental responsibility.”
- “A European initiative demonstrating how sport can contribute to sustainable development.”

6.3 Erasmus+ visibility requirements

All OofS events must acknowledge the support of the Erasmus+ Programme and comply with the latest Erasmus+ visibility and communication requirements. The Erasmus+ logo and funding acknowledgement should be included on all relevant communication, dissemination and event materials, including promotional materials, presentations, certificates, reports and event signage.

The following disclaimer should be included where required:

'This project is co-funded by the European Union through the Erasmus+ Sport programme. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.'

6.4 Use of the methodology after the project

After the project period, organisations implementing the OofS methodology independently are not required to display the Erasmus+ logo or disclaimer unless otherwise required by a separate funding agreement.

However, organisations are encouraged to acknowledge the origin of the methodology. For example:

"This event is based on the Olympics of Sustainability methodology, originally developed with the support of the European Union through the Erasmus+ Sport programme (2025–2027)".

Chapter 7: Evaluation framework

7.1 What to measure

The following indicators can help organisers evaluate the success and impact of an OofS event. Organisers may adapt targets according to local context, participant groups and event size.

Indicator	How to Measure	Target
Number of participants	Registration data	30-50 participants per event
Participation of girls and / or young women	Registration data	Minimum 2 per team
Participation of underrepresented groups*	Voluntary self-reporting and registration data	Organisers may collect participation data on underrepresented groups where appropriate and in accordance with national legislation.
Sustainability awareness change	Pre- and post-event survey	70% report increased awareness
Behavioural intention change	Post-event survey: "Will you change sustainability-related behaviour after this event?"	50% answer yes
Sustainable travel use	Registration check-in and participant reporting	Locally defined target
Green Badges awarded	Scoring results	50% of teams earn Green Badge
Participant satisfaction	Post-event survey (1–5 scale)	Average ≥ 4.0
Inclusion and accessibility experience	Post-event survey (1–5 scale)	Average ≥ 4.0
Stakeholder and partner engagement	Number of supporting organisations	5+ per event

***Definition of underrepresented groups:** For the purpose of OofS events, underrepresented groups may include girls and young women, persons with disabilities, young people with migrant backgrounds, LGBTQI+ youth, socioeconomically disadvantaged youth and other groups that may face barriers to participation in sport and physical activity within the local context. Participation data should always be collected voluntarily, respectfully and in accordance with applicable data protection and privacy requirements.

7.2 Data collection tools

The following tools are recommended for evaluating OofS events:

- Pre-event survey (Annex D1): Administered at registration. Measures baseline sustainability awareness and current behaviours. Recommended length: 3–5 minutes.
- Post-event survey (Annex D2): Administered immediately after the closing ceremony. Measures participant satisfaction, learning outcomes, inclusion and accessibility experiences, behavioural intentions and overall event quality. Recommended length: 4–5 minutes.

- Scoring sheets (Annex B): Completed by referee and activity leaders throughout the event.

7.3 Event report template

Following each event, organisers are encouraged to complete an event report using the template provided in Annex E.

During the OofS project period (2025–2027), consortium partners should complete the report within two weeks of the event and share it with the project coordinator.

After the project period, organisations implementing the OofS methodology independently are encouraged to use the report template for their own evaluation, learning and future event planning.

The report should include:

- Event overview and objectives
- Participation data and demographics
- Activity implementation and scoring results
- Green Badge results
- Sustainability outcomes and observations
- Inclusion, accessibility and safeguarding reflections
- Survey findings and participant feedback
- Photos and communication outputs (where consent has been obtained)
- Lessons learned and recommendations for future events

The purpose of evaluation is not only to measure participation and competition results, but also to understand how the event contributed to sustainability learning, inclusion, accessibility, wellbeing and positive behaviour change among participants.

Chapter 8: Budget planning, sustainability and resource management

8.1 Estimated budget for a national OofS event

The following is an indicative budget for a one-day OofS event with 30-50 participants. Actual costs vary by country and context. Many costs can be reduced through partnerships, volunteer involvement, borrowing equipment and in-kind contributions from municipalities, schools and community organisations.

Category	Item	Estimated Cost (EUR)
Venue	Outdoor space / municipal facility (often free through municipal partnership)	0–200
Materials	Activity materials (reused, borrowed or newly acquired where necessary), recycling bins, quiz materials and activity equipment	0–100
Materials	Biodiversity and environmental activity materials (e.g. seedlings, species identification cards or nature-based activity resources)	30–200
Materials	Team bibs, cones, stopwatches or phone, compasses, maps	50–400
Printing	Certificates, scoring sheets, flyers, banners	50–100
Catering	Water, fruit, light snacks for 50 participants (sustainable options)	50–300
Transport	Transport support for participants facing economic, geographic or accessibility barriers	100–500
Communication	Social media ads, printed flyers (if digital-only, cost = 0)	0–100
First Aid	On-site first aid kit and trained volunteer	0–50
Miscellaneous	Contingency (10% of total)	50–150
	TOTAL ESTIMATED RANGE	480–1,530

8.2 Budgeting for inclusion and accessibility

When planning the event budget, organisers should consider potential costs related to inclusion, accessibility and participation support. Depending on the local context, this may include:

- Accessible communication materials
- Interpretation or language support
- Transport assistance
- Accessibility adaptations for activities or venues
- Additional support personnel or volunteers
- Alternative formats for information and registration materials

Not all events will require additional resources, but organisers are encouraged to assess potential barriers to participation during the planning phase and allocate resources accordingly.

8.3 Sustainable and resource-efficient event management

Organisers are encouraged to minimise both financial costs and environmental impacts through efficient resource management and sustainable planning.

Examples include:

- Partner with municipalities, schools, clubs or community organisations to access venues, equipment, materials and staff support.
- Borrow materials and equipment whenever possible rather than purchasing new items.
- Reuse event materials such as bibs, cones, maps, signage and recycling bins across multiple events.
- Prioritise reused, repurposed and recyclable materials when designing activities.
- Use digital registration, communication and scoring tools where appropriate to reduce paper consumption.
- Avoid unnecessary purchases and minimise single-use products.
- Plan catering carefully to reduce food waste and prioritise sustainable options where possible.
- Choose local suppliers and environmentally responsible products and services where available.
- Encourage participants to use walking, cycling, public transport or shared transport options.
- Create a reusable event materials kit that can support future OofS events.

Chapter 9: Continuous improvement and future development

The Green Playbook is designed as a practical and adaptable methodology that can evolve through implementation, evaluation and shared learning. This first edition was developed during the early stages of the Olympics of Sustainability project and will continue to be refined based on experiences from future events and pilot activities.

9.1 Test, learn and improve

Organisers are encouraged to review evaluation results, participant feedback and implementation experiences after each event. Evaluation should not only measure success but also identify opportunities for improvement.

Questions organisers may consider include:

- Which activities generated the highest engagement?
- Were the sustainability learning objectives achieved?
- Did participants feel included, safe and welcome?
- What barriers to participation were identified?
- Which organisational practices could be improved?

9.2 Share your experience

Organisers are encouraged to share examples, adaptations, success stories and lessons learned with the wider OoFS community. Sharing experiences helps strengthen the methodology and supports future organisers working in different countries and contexts.

Further information and resources can be found through the Olympics of Sustainability website: <https://oofs.eu/>

9.3 Adapt and scale

The OoFS methodology can be adapted to different settings, participant groups and organisational contexts, including:

- School sport days
- Youth camps

- Community festivals
- Municipal sustainability events
- Sports club programmes
- Regional competitions

Activities may also be adapted for younger or older participants while maintaining the core principles of sustainability, inclusion and youth participation.

Organisers are encouraged to build long-term partnerships with schools, municipalities, sport organisations and community stakeholders to increase the impact and sustainability of future events.

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Annexes: Ready-to-Use Templates

Annex A: Team registration form

Field	Detail
Team name	
School / Club / Organisation	
Contact person (coach/teacher)	
Email	
Phone	
Team member 1	Name: ____ Age: ____ Gender: Female / Male / Non-binary / Prefer to self-describe: ____ / Prefer not to say Preferred name (optional): ____ Pronouns (optional): ____
Team member 2	Name: ____ Age: ____ Gender: Female / Male / Non-binary / Prefer to self-describe: ____ / Prefer not to say Preferred name (optional): ____ Pronouns (optional): ____
Team member 3	Name: ____ Age: ____ Gender: Female / Male / Non-binary / Prefer to self-describe: ____ / Prefer not to say Preferred name (optional): ____ Pronouns (optional): ____
Team member 4	Name: ____ Age: ____ Gender: Female / Male / Non-binary / Prefer to self-describe: ____ / Prefer not to say Preferred name (optional): ____ Pronouns (optional): ____
Team member 5	Name: ____ Age: ____ Gender: Female / Male / Non-binary / Prefer to self-describe: ____ / Prefer not to say Preferred name (optional): ____ Pronouns (optional): ____
Accessibility, support or accommodation needs	Does any participant have accessibility, support, accommodation, dietary or other needs that organisers should be aware of? If yes, please describe:
Transport mode	What modes of environmental friendly transport will be used by the team to travel to the event? ☐ Walk ☐ Bicycle ☐ Public transport ☐ Carpool ☐ Other :
GDPR consent - data processing	☐ I confirm that all team members (and their guardians, for under-18s) consent to the Do you have any suggestions on how this could be revised if some team members do not want to appear in the photos?processing of personal data for event administration and project reporting purposes.
GDPR consent - use of photos and videos	☐ I confirm that all team members (and their guardians, for under-18s) consent to the use of photos and videos for communication, dissemination and project purposes.
Date	
Signature	

Annex B: Scoring sheet template

Team	S1	S2	SUS1	SUS2	SUS3	BB	Quiz	GS	GB	Total score

Caption:

S - Sport

SUS - Sustainability

BB - Behaviour Bonus

GS - Green Score

GB - Green Badge

Green Score = Sustainability 1 + Sustainability 2 + Sustainability 3 + Quiz

Green Badge awarded at 70% of available Green Score (245/350 points), provided no serious incidents of unfair, disrespectful or environmentally harmful conduct occurred during the event.

Annex C: Green Badge sticker



Annex D: Pre- and post-event survey questions

D1: Pre-Event Survey (at registration)

- How would you rate your knowledge of environmental sustainability? (1–5)
- How often do you take sustainability actions in your daily life? (Never / Rarely / Sometimes / Often / Always)
- Have you participated in a sustainability-focused sport event before? (Yes / No)
- What does 'sustainability' mean to you? (Open-ended, max 2 sentences)

D2: Post-Event Survey (after closing ceremony)

- How would you rate the event overall? (1–5)
- Did you feel welcomed and included during the event? (1–5)
- Did you feel safe and respected during the event? (1–5)
- Did you learn something new about sustainability today? (Yes / No / Not sure)
- Which activity was your favourite? (List of activities)

- Will you change any sustainability behaviour as a result of today? (Yes — describe / No / Not sure)
- How would you rate your knowledge of environmental sustainability now? (1–5)
- Would you participate in a similar event again? (Definitely / Probably / Not sure / Probably not / Definitely not)
- Would you recommend this event to a friend? (Yes / No)
- Any suggestions for improvement? (Open-ended)

Annex E: Event report template (Outline)

- Event overview (date, venue, organiser, number of teams, number of participants, accessibility arrangements provided)
- Participation data (participant demographics, participation of girls and young women, participation of underrepresented groups, diversity and inclusion outcomes)
- Activities delivered (activities implemented, duration, adaptations made, accessibility and inclusion measures applied)
- Scoring results (final ranking, Green Badge recipients, highlights)
- Survey results summary (pre- and post-event awareness scores, participant satisfaction, inclusion and accessibility feedback, behavioural intentions and learning outcomes)
- Sustainability planning and environmental impact (sustainability considerations integrated into planning, sustainable procurement, resource efficiency measures, sustainable transport, waste prevention and management, reuse of materials, environmental actions implemented, key sustainability outcomes)
- Photos (minimum 10 photos, including group photo and any required visibility elements)
- Lessons learned and recommendations (event organisation, inclusion and accessibility, safeguarding, sustainability measures, recommendations for future events)
- Recommendations for future development of the Oofs Green Playbook (successful activities, implementation challenges, adaptations made, missing sustainability themes, additional tools or guidance needed, suggestions for future editions)
- Annexes (signed attendance list, completed scoring sheets, raw survey data, additional supporting materials)

Annex F: Questions for Eco Knowledge Quiz

The example questions in this annex are primarily based on the [European Commission's educational resource *Our Planet, Our Future*](#). Organisers are encouraged to adapt the questions to the age and knowledge level of participants and to include local sustainability topics where relevant.

Additional inspiration and educational resources can be found here:

https://climate.ec.europa.eu/our-planet-our-future_en

https://climate-pact.europa.eu/eu-climate-action-academy-0/resources/our-planet-our-future_en

https://school-education.ec.europa.eu/en/discover?f%5B0%5D=insight_article_types%3A6356&f%5B1%5D=insight_article_types%3A561459

https://climate-pact.europa.eu/index_en

1. What is the main cause of the current climate change?

- A. Changes in the Earth's orbit
- B. Increased greenhouse gases from human activities
- C. Increased volcanic activity

Correct answer: B

Unlike past climate changes, today's warming is mainly caused by human activities that increase greenhouse gases in the atmosphere, especially through burning fossil fuels.

2. What is the difference between weather and climate?

- A. Weather describes day-to-day conditions, while climate describes average weather over long periods.
- B. They mean exactly the same thing.
- C. Climate only refers to temperature.

Correct answer: A

Weather changes from day to day, while climate describes average weather patterns over decades (typically around 30 years).

3. Which statement about the ozone layer is TRUE?

- A. The hole in the ozone layer is the main cause of climate change.
- B. The ozone hole and climate change are different environmental issues.
- C. The ozone layer increases global warming by trapping sunlight.

Correct answer: B

Ozone depletion and climate change are different issues. However, some

substances that damage the ozone layer are also powerful greenhouse gases, which is why international agreements have helped address both problems.

4. Which statement best describes the greenhouse effect?

- A. It is a natural process that keeps the Earth warm enough for life, but human activities are strengthening it.
- B. It is caused only by pollution from factories.
- C. It is the hole in the ozone layer that allows more heat to enter the Earth.

Correct answer: A.

The greenhouse effect is a natural process where greenhouse gases trap some of the Sun's heat, keeping Earth at a suitable temperature. Human activities increase the concentration of these gases, strengthening the greenhouse effect and causing global warming.

5. What is the greenhouse effect?

- A. A natural process where greenhouse gases trap some of the Sun's heat, keeping the Earth warm enough for life. Human activities strengthen this effect by increasing greenhouse gas concentrations.
- B. A process where greenhouse gases block sunlight from reaching the Earth's surface.
- C. A hole in the atmosphere that allows more heat from the Sun to enter the Earth.

Correct answer: A. When sunlight hits the Earth's surface, some of this energy is absorbed and warms the ground and the oceans. The rest of the energy can escape back into space, but some of it is trapped in the atmosphere and warms the Earth. This is called the 'greenhouse effect', because the atmosphere acts like the glass in a greenhouse – warming the inside. This greenhouse effect happens because the Earth's atmosphere contains gases such as water vapour, carbon dioxide, methane and nitrous oxide (these are called greenhouse gases). The greenhouse effect is what normally keeps our planet at a comfortable temperature. However, human activities are increasing the amount of greenhouse gases in the atmosphere which makes the greenhouse effect stronger and increases the temperature of the Earth.

6. What are the main human causes of climate change?

- A. Burning fossil fuels, deforestation, agriculture and livestock farming.
- B. Volcanic eruptions, earthquakes and ocean tides.
- C. Changes in the Earth's orbit and solar activity.

Correct answer: A. Climate change is caused by the increase in the Earth's temperature (global warming) which comes from adding more greenhouse gases to the atmosphere than those occurring naturally. These extra greenhouse gases mainly come from burning fossil fuels to produce energy, as well as from other human activities like cutting down rainforests, agriculture, farming livestock and the production of chemicals.

7. By approximately how much was the Earth's average temperature higher in 2019 compared to the late 19th century?

- A. About **0.5°C**
- B. About **1.0°C**
- C. About **1.5°C**

Correct answer: C. According to the European Commission, In 2019, the Earth was around 1.5 °C hotter than it was in the late 19th century and the average global temperature is set to rise even more over the next century. 1.5 °C may not sound like much, but consider this: Most of the warming so far happened in the past few decades, so the temperature rise is speeding up. Don't forget, this is an average increase: some places have become much warmer and others colder. For example, the Arctic has become substantially warmer over the last 60 years and could be ice-free in summer by 2040. Europe is warming faster than other areas of the world. According to some studies, Earth's temperature during the last ice age was only around 4 °C colder than in the late 19th century.

8. Which everyday action can help reduce both energy use and greenhouse gas emissions?

- A. Leaving electronic devices on standby overnight.
- B. Switching off and unplugging electronic devices when they are not in use.
- C. Charging your phone all night every night.

Correct answer: B. Devices on standby still consume electricity. According to the European Commission, switching off and unplugging electronic devices can reduce a household's annual energy costs by up to 10%.

9. According to the European Commission, which shopping habit is generally the most sustainable?

- A. Buying several cheap products that wear out quickly.
- B. Buying fewer, high-quality products that last longer.
- C. Buying new products every season to keep up with trends.

Correct answer: B. Buying fewer but more durable products helps reduce waste, resource use and greenhouse gas emissions over time.

10. Why is buying local food often considered a more sustainable choice?

- A. It always has the lowest carbon footprint.
- B. It can reduce emissions from transportation, although local food is not always the lowest-carbon option.
- C. Local food never requires energy to produce.

Correct answer: B. Transport emissions can be lower for local food, but factors such as heated greenhouses or fossil fuel-based fertilisers may increase its carbon footprint.

11. Which everyday action can help reduce both energy use and household energy costs?

- A. Leaving electrical devices on standby overnight.
- B. Lowering the thermostat by 1°C and reducing the temperature when nobody is at home.
- C. Keeping the heating at the same temperature all day and night.

Correct answer: B. According to the European Commission, lowering the thermostat by just 1°C can reduce a household's energy bill by around 10%, while also lowering greenhouse gas emissions.

12. Which of the following is an example of young people taking climate action?

- A. Organising a "Cycle to School" campaign.
- B. Waiting for governments to solve climate change.
- C. Avoiding discussions about environmental issues.

Correct answer: A. Young people can contribute by taking practical action, inspiring others and encouraging sustainable habits in their schools and communities.

13. What does the energy label on products show?



- A. Energy consumption
- B. Energy efficiency level
- C. Energy consumption, energy efficiency level, water consumption, noise level and other parameters depending on the product

Correct answer: C. The energy label can show several things in addition to energy consumption or energy efficiency level: it can also report on water consumption (in the case of washing machines), capacity in litres (in the case of a refrigerator) or on noise level in decibels.

14. There are many ways to save energy at home. Which of the following is NOT one of them?

- A. Making sure your home is well insulated against the cold
- B. Using energy-efficient light bulbs
- C. Turning up the heating so you can wear just a T-shirt at home in winter

Correct answer: C. If you feel cold at home, put on a nice warm sweater or fleece! Turning up the heating will cost your parents much more in bills – and increase your contribution to global warming.

15. By recycling an aluminium can, how much of the energy needed to produce a new one do you save?

- A. 20%
- B. 50%
- C. 90%

Correct answer: C. Making a new aluminium can from a recycled one requires only one-tenth of the energy needed to make a new can from raw materials.

16. What is the European Union's Copernicus programme?

- A. A satellite programme that monitors the Earth and helps track changes in the climate and environment.
- B. A programme that builds wind farms across Europe.
- C. A European network of weather stations that only measures air temperature.

Correct answer: A. Copernicus is the European Union's Earth own observation programme. Using a family of Sentinel satellites, it provides free data and images that help monitor climate change, natural disasters and environmental conditions.



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