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Economic and Consumer Literacy in European Schools

IO2 – Economic and Consumer literacy
education material and guidelines

Module: Sustainable consumption

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Introduction of the module

Module gives students the competences to recognise and avoid unnecessary consumption.

- **Activities are created taking into account the students' ages:**
 - Students 7-12 years old;
 - Students 13-18 years old.

Globalisation can be found everywhere in our day-to-day lives, starting with our shirt from Bangladesh, the cup of coffee brewed with beans from Guatemala right up to our mobile phone which would not function without coltan from the Republic of Congo.

Shopping knows no closing time, because via internet we can always purchase. Consumption imparts experience. Consumption socialises, gives meaning to our life and shapes our modern lifestyle.

Consumerism is an expression of societal development and individualism. Consumption sometimes appears as natural as eating, drinking, being mobile or working.

The media and advertising affect our consumption behaviour: products, music or outfits represent a certain style. The "proper attitude to life" and the "right perception" is organised by third parties on the market: via buying the "right products". Often, social recognition and an improvement of personal status are connected to it. Thus, in the end we all buy even things we actually do not need.

In view of a constantly growing world population and limited resources on our planet, however, the question arises how in future the needs of according to estimations by the United Nations more than 9,5 billion people in the year 2050 will be met and how participation of all people in the world can be assured. Solely the consumption of households in Europe is responsible for more than a quarter of all European greenhouse gas emissions. In this share the emissions connected to the production process of the consumer goods is not even included.

This means: the consumption of products increasingly influences both the economic and social situation of the people worldwide and the state of the environment. In the production process, in the consumption and in the use of a product lays great potential for minimising the environmental impact and for reducing global injustice. The point is to recognise and to use this potential, to hold a discussion about our lifestyles and about our responsibilities also in terms of consumption.

Of course there is the principle of "stop buying" or Consumption Renunciation. This principle focusses on the consideration whether you really need a new product or repair an old one, whether you buy a used product or make a new product by upcycling an old one.

Contrary to that, there is the concept of Sustainable Consumption (also ecological or ethical consumption). Sustainable Consumption is part of a sustainable lifestyle and a consumer behaviour



itself: Buying ecologically and socially responsible products may exercise political influence on global problems. It may reduce the economic, the ecological and the social costs of our lifestyle.

A prominent example of the global dimension of purchase decisions are efforts to fair trade. Consumers should choose a more expensive good of a small producer in a developing country, thus supporting fair working conditions. As well, with a purchase decision the operating and follow-up costs of a product should be considered and decisive. This applies also to the subsequent power efficiency as well as for the reparability or the long-life cycle of a product.

Following the principle of sustainable development, consumption is sustainable if it meets the needs of the present generations without jeopardising the prospects of future generations. Sustainable consumption therefore reaches into our individual lifestyle. The sustainable consumer is the ecologically and socially responsible citizen. Sustainable consumption first of all means conscious consumption: to have a closer look and to keep in mind one's personal "overall balance".

Sustainability as a quality characteristic of products should be the guiding principle for consumers as well as for the economy and the public sector in Europe. But how can we prepare and accompany especially young people on their way into a globalised and "connected" world in terms of viable and sustainable development? How can we convey to them the knowledge about local and global developments and challenges? How can we make them aware of sustainable options for action?

List of activities

Ages 7 -12

	Activity Title	Duration in Minutes
1	Tom was rich once	40 min
2	What do I want? What do I need?	40 min
3	Water-related jobs	20 min
4	How much water is there in...	30 min
5	Water shortage in my life	30 min
6	Brands make people	25 min
7	Views on the scale: what can I do to save energy?	20 min
8	Child as a consumer	45 min

Total duration: 4 hours and 10 minutes

Ages 13--18

	Activity Title	Duration in Minutes
1	Water-related jobs	20 min
2	Water shortage in my life	30 min
3	My Look: Logo or no logo!	15 min
4	Views on the scale: what can I do to save energy?	20 min
5	Influence of the commercials on the human behaviour	60 min
6	How to survive on the deserted island?	60 min

Total duration: 2 hours and 25 minutes



Activities for students 7-12 years old

Module Title	Sustainable consumption
Activity Title	Tom was rich for once
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Discussion about the story
Activity preparation	Print out the worksheet "Tom was rich once"
Materials & hand-outs	-
Duration of the activity	40 minutes
Group size(s)	No limit
Activity instructions	<p>Students read the story with the teacher and discuss on the following questions:</p> <ol style="list-style-type: none"> 1. What do you like most about birthdays? 2. What have you bought for the money you received as a birthday present? 3. How would you have behaved instead of Tom? 4. Try to figure out what money is and why it is needed?
Tips for performing the activity	-
How to evaluate the activity?	-
Further information	Riin Tuttelberg. Tom learns the money game. EduRuut, 2017



Worksheet “Tom was rich for once”

Yesterday was a special day. Namely, Tom had a birthday.

The party was a lot of fun. Tom especially liked that all the friends could come and wish him luck. It was warm weather outside and that is why the party takes place in the backyard. They played a water war together, jumped on a trampoline and searched for treasure. Time passed quickly with good friends.

Tom got several new toys and a birthday present for his birthday.

The next day, Tom went to the store with his older sister Maria. He took all the money he received for his birthday with him.

There were a lot of temptations in the store. Tom was very excited and it was hard to make choices. Finally, the boy stepped out of the store with a big candy bag, a spinner, a water gun and a colorful kite. Tom had been able to spend all his money. Not a single euro was left.

In front of the store, a happy shopkeeper met with friends by chance, and while sweetening together, the candy bag emptied at lightning speed.

On the way home, however, a small mistake happened with the water gun. Namely, Tom wanted to test it before he got home and came up with the idea to take water from the ditch. So with the ditch water, a little sand got into the gun and it stopped working.

The weather was windy, so it was perfect for flying a kite. The kite flew higher and farther. It was so beautiful to look at! Suddenly the dragon made an unexpected turn and flew into the branches of a tall tree. Tom tried to pull the dragon down, but the pulling broke the rope instead.

Tom didn't long to be sad about what happened, because at least he still had a spinner. But that spinner ... that spinner didn't look as cool as it did in the store ...

Now Tom realized that he had wasted all the money he had received for his birthday on an empty star, and there was only one silly spinner and zero euros left. Tom realized that if he had money, he shouldn't just waste it as soon as possible. However, it should be remembered that money does not make anyone rich. But knowledge of money can do it.



Module Title	Sustainable consumption
Activity Title	What do I want? What do I need?
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Discussion about what we want and what we need
Activity preparation	Print out the worksheet "Spending guide"
Materials & hand-outs	-
Duration of the activity	40 minutes
Group size(s)	No limit
Activity instructions	<p>Discuss on the following questions:</p> <ol style="list-style-type: none"> 1. How do you spend your free time? 2. What did you like most about the ads/commercials and did you want them? 3. List things you can't live without. What are your needs? What things do you have just because you like them? 4. What is advertising? How does advertising influence people's decisions? 5. What to think about before making a purchase?
Tips for performing the activity	Children can think of the things that a certain person would need? Footballer versus skate-boarder. How does their needs differ? Each person has different needs and wishes.
How to evaluate the activity?	-
Further information	Riin Tuttelberg. Tom learns the money game. EduRuut, 2017

Worksheet "Spending guide"

1. Do I really NEED this thing?
2. Do I really WANT it?
3. How often can I use it?
4. Have I chosen the BEST OFFER?
5. Could I BORROW it or maybe I already have a similar thing?
6. How much MONEY IS left when I buy the things I want?
7. How can I MAKE MONEY back?



Module Title	Sustainable consumption
Activity Title	Water-related jobs
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Game "Job guessing" and discussion: students deal with the various functions and meaning of water.
Activity preparation	-
Materials & hand-outs	Adhesive strips masking tape, text cards: jobs (copy list), poster, pens
Duration of the activity	20 minutes
Group size(s)	No limit
Activity instructions	<p>Each student receives a job card (see copy template) and considers briefly in two or three sentences, which role water plays for this person in his or her daily life.</p> <p>Then the student sticks this card on somebody else's forehead. This other person must under no circumstances read the card. When each person has a card stuck to their forehead, they walk through the room. Their aim is to find out what job is written on the card on their forehead. In order to do so they will ask another person questions about their job described on their forehead. However, their partner must only answer with „yes“ or „no“. Every person who has guessed his or her job, can remove the card.</p> <p>When all students have guessed their jobs, there is a discussion about the varied functions of water which have been brought up with the help of the different jobs: water as an essential resource for drinking, agriculture and sustenance, health and hygiene, cleaning, industry, energy, religion and leisure freetime. These terms are grouped around the term water on a poster.</p>
Tips for performing the activity	Post-its can also be used instead of strips masking tape
How to evaluate the activity?	-
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Worksheet "Water-related jobs"

Firefighter
Farmer
Coke-producer
Swimmer
Cook
Car producer
Conservationist
Worker in a clarification plant
Fisherman
Pilgrim in India
Cleaner
Life saver

Priest
Environmental engineer
Sewerage engineer
Figure skater
Father
Hotelier
Hospital nurse
Food chemist
Energy consultant
Marine biologist
Captain
Water engineer



Module Title	Sustainable consumption
Activity Title	How much water is there in...
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Guessing game: the students get acquainted with dimensions of water consumption of daily products (especially foodstuff).
Activity preparation	As preparation, the separate information sections of the text cards "guessing-game products" are cut, so that 27 cards with products and 27 cards with text-data are available.
Materials & hand-outs	Text cards "Guessing-game products" (copy list), stopwatch. Review also the correct answers table.
Duration of the activity	30 minutes
Group size(s)	No limit
Activity instructions	A guessing game about the water content of certain products is conducted with the students. The students form a circle, the cut out cards are laid down in the centre and mixed. The students have 5 minutes to assign text-data to each product. A signal announces the start and the end of the game. The correct pairs are put to the side and the next round begins. The game is played until all pairs are found. Solutions can be found on the worksheet "Table for virtual water consumption".
Tips for performing the activity	-
How to evaluate the activity?	Following this, the game is evaluated reviewed using the following questions: <ul style="list-style-type: none"> • What was surprising? • What was already known? • How could we limit our consumption of water?
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"

TABLE OF VIRTUAL WATER CONSUMPTION

food		consumer goods	
1 kg bread	1,300 litre	1 glass of milk	200 liter
1 kg cheese	5,.000 litre	1 kg bananas	859 liter
1 egg	200 litre	1 kg strawberries	276 liter
1 kg sugar	1,500 litre	1 hamburger	2,400 liter
100 g chocolate	225 liter	1 kg beef without bones	15.500 liter
1 glass of orange juice	170 liter	1 kg pork	4,.800 liter
1 glass of apple juice	190 liter	1 kg chicken	3.900 liter
1 cup of tea	30 liter	1 beer (0,5l)	150 liter
1 cup of cacao	100 liter	1 bag Chips	185 liter
1 cup of coffee	140 liter		
		1 kg ordinary paper	2.000 liter
		1 kg recycled paper	20 liter
		1 PC	20.000 liter
		1 mobile phone	3.000 liter
		1 car	400.000 liter
		1 T-Shirt	2.700 liter
		1 Jeans	11.000 liter
		1 pair of leather shoes	8.000 liter



Text cards “Guessing-game products”

1 BEER (0,5L)	1 MOBILE PHONE	1 COMPUTER
1 JEANS	20.000 LITER	3000 LITER
400.000 LITER	1 CAR	2700 LITER
11.000 LITER	1 T-SHIRT	8000 LITER
15.500 LITER	4800 LITER	3900 LITER
1 KG ORDINARY PAPER	1 KG STRAWBERRIES	100G CHOCOLATE
1 GLASS OF APPLE JUICE	1 KG RECYCLED PAPER	1 CUP OF COCOA
1 PAIR OF LEATHER SHOES	1 CUP OF COFFEE	1 GLASS OF ORGANGE JUICE
1 KG BEEF	1 KG PORK	1 KG CHICKEN
1 KG BREAD	1300 LITER	1 KG CHEESE
5000 LITER	1 CHICKEN EGG	200 LITER
1 KG SUGAR	1500 LITER	225 LITER
1 CUP OF TEA	30 LITER	170 LITER
190 LITER	100 LITER	140 LITER
1 GLASS OF MILK	200 LITER	859 LITER
1 BAG CRISPS	257 LITER	2400 LITER
1 KG BANANAS	150 LITER	185 LITER
1 HAMBURGER	2000 LITER	20 LITER



Module Title	Sustainable consumption
Activity Title	Water shortage in my life
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Creative work: the students assume the position of a person who has only little water available in his or her life. They practice empathy.
Activity preparation	-
Materials & hand-outs	Coloured pens, posters etc.
Duration of the activity	30 minutes
Group size(s)	No limit
Activity instructions	The students consider the following questions on their own or in group work: <ul style="list-style-type: none"> • Which consequences would it have on your life if you had only limited access to water? • What would that mean for your daily life? Think about your daily direct and indirect consumption. Create a mind map, a poster with pictograms, a diary entry, a newspaper article or a picture.
Tips for performing the activity	Depending on the prior knowledge of the students, one activity can be chosen by the teacher
How to evaluate the activity?	-
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



The textile and clothing industry is extremely globalized. The competition on the world market and the search for cheaper production methods has led many textile companies to move their production facilities to so-called developing countries. This ranges from a large number of industries from high tech companies to various suppliers and sub-suppliers including women who work from home, all integrated in this global economy. Disregard for labour and human rights in the production chain is common.

Thousands of clothing companies employ mainly young women for the global textile market, especially in Asia and Latin America. Lack of regular wages or employment contracts, unpaid overtime etc. are common practice.

Often raw materials, intermediate and end products are transported half way around the world. The ecological burden along the textile chain is well-known: the use of large amounts of pesticides for the cultivation of raw fibres, use of a wide spectrum of chemicals for the textile hybridisation or the immensely high water consumption in the cultivation of cotton.

In the last few years' social issues have begun to play an increasingly large role. Thanks to civil society organisations like the Clean Clothes Campaign, textile manufacturers and traders are increasingly challenged to take on social and ecological responsibility for their products, especially for the production processes along the profit chain, in addition to their economic interests.

Organic & fair fashion is no longer just a niche product! Organic-Jeans and fair trade T-Shirts already hang on the rails of large fashion chains. But what does the term "organic" stand for and what does "fair" mean? What is the background of the various certificates of quality?



Module Title	Sustainable consumption
Activity Title	Brands make people
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Creative work: the students discuss the topic brands and the functions of clothes.
Activity preparation	-
Materials & hand-outs	A3 paper for all students, colour pens, string, and clothes pegs (alternatively: Pinwall)
Duration of the activity	25 minutes
Group size(s)	No limit
Activity instructions	<p>All students receive a sheet of paper on which they draw the outline of a person. This person is now „dressed“ (drawn) with „branded clothes“. The labels should be clearly visible., For example, they draw a T-shirt und write clearly visible the brands or the brand logos. There is no limit set for imagination. It is up to them if they identify with this person and dress him/her according to their own habits, preferences or wishes or if this is a fictitious person.</p> <p>After about 10 minutes the drawings are displayed and viewed by everybody, but not commented on.</p>
Tips for performing the activity	Depending on the prior knowledge of the students, one activity can be chosen by the teacher
How to evaluate the activity?	<p>The following questions are discussed:</p> <ul style="list-style-type: none"> • What functions does clothing have? • Why are brands so important? • What attitude do you associate with what clothing style?
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Module Title	Sustainable consumption
Activity Title	Views on the scale: what can I do to save energy?
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	Interactive game; discussion on how students understand how they can save energy in everyday life.
Activity preparation	-
Materials & hand-outs	Paper tape
Duration of the activity	20 minutes
Group size(s)	No limit
Activity instructions	<p>The teacher sticks paper tape on the floor of the classroom and marks one end with 0, the middle with 50 and the other end with 100. Then the teacher makes a statement and asks students to take the position along the tape according to what they believe or do. Examples of statements:</p> <ul style="list-style-type: none"> • When leaving the room, I always turn off the electricity. • I have at home a washing machine that is labelled electricity class A+++. • I never keep the refrigerator door open too long.
Tips for performing the activity	-
How to evaluate the activity?	The teacher asks why students took a certain position. Students can express and defend their opinion. The most important part of this exercise is to discuss how everyone can save energy.
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Module Title	Sustainable consumption
Activity Title	Child as a consumer
Activity target group	Students 7-12 years old
Introduction	face-to-face activity
Aim of the activity	<p>Student</p> <ul style="list-style-type: none"> • understands the read text and is able to express himself orally • knows that electricity is linked to solar energy • can relate the read text to his / her life • is aware of itself as a consumer • knows the dangers of electricity
Activity preparation	-
Materials & hand-outs	Pencil, felt-tip pens, A4 paper
Duration of the activity	45 minutes
Group size(s)	No limit
Activity instructions	<p>Introduction (5 minutes): Students move around the class and interview each other on the topic “What did you do last night?”</p> <p>Conclusion (5 minutes) about how much of the activities were depended on electricity.</p> <p>Main part (25 minutes) is discussion on the topic “What is different in your home if there is no electricity?” Teacher can introduce using pictures or stories how people lived before the electricity, what did they do.</p> <p>Conclusion (10 minutes): making mind map “Where and how we use electricity?”</p>
Tips for performing the activity	-
How to evaluate the activity?	-
Further information	-



Activities for students 13-18 years old

Module Title	Sustainable consumption
Activity Title	Water-related jobs
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	Game "Job guessing" and discussion: students deal with the various functions and meaning of water.
Activity preparation	Adhesive strips masking tape, text cards: jobs (copy list), poster, pens
Materials & hand-outs	(List here all of the materials and equipment required to complete this activity) (Also if there is a worksheet or activity template that needs to be used, add it here)
Duration of the activity	20 minutes
Group size(s)	No limit
Activity instructions	Each student receives a job card (see copy template) and considers briefly in two or three sentences, which role water plays for this person in his or her daily life. Then the student sticks this card on somebody else's forehead. This other person must under no circumstances read the card. When each person has a card stuck to their forehead, they walk through the room. Their aim is to find out what job is written on the card on their forehead. In order to do so they will ask another person questions about their job described on their forehead. However, their partner must only answer with „yes“ or „no“. Every person who has guessed his or her job, can remove the card. When all students have guessed their jobs, there is a discussion about the varied functions of water which have been brought up with the help of the different jobs: water as an essential resource for drinking, agriculture and sustenance, health and hygiene, cleaning, industry, energy, religion and leisure free time. These terms are grouped around the term water on a poster.
Tips for performing the activity	Post-its can also be used instead of strips masking tape
How to evaluate the activity?	-
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Worksheet "Water-related jobs"

Firefighter
Farmer
Coke-producer
Swimmer
Cook
Car producer
Conservationist
Worker in a clarification plant
Fisherman
Pilgrim in India
Cleaner
Life saver

Priest
Environmental engineer
Sewerage engineer
Figure skater
Father
Hotelier
Hospital nurse
Food chemist
Energy consultant
Marine biologist
Captain
Water engineer



Module Title	Sustainable consumption
Activity Title	Water shortage in my life
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	Creative work: the students assume the position of a person who has only little water available in his or her life. They practice empathy.
Activity preparation	-
Materials & hand-outs	Coloured pens, posters etc.
Duration of the activity	30 minutes
Group size(s)	No limit
Activity instructions	The students consider the following questions on their own or in group work: <ul style="list-style-type: none"> • Which consequences would it have on your life if you had only limited access to water? • What would that mean for your daily life? Think about your daily direct and indirect consumption. Create a mind map, a poster with pictograms, a diary entry, a newspaper article or a picture.
Tips for performing the activity	Depending on the prior knowledge of the students, one activity can be chosen by the teacher
How to evaluate the activity?	-
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Module Title	Sustainable consumption
Activity Title	My Look: Logo or no logo!
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	Position barometer: the students discuss their own attitudes and behaviour regarding clothing and consumerism.
Activity preparation	-
Materials & hand-outs	Worksheet "My look"
Duration of the activity	15 minutes
Group size(s)	No limit
Activity instructions	<p>In the class two poles are securely mounted. Between these the students position themselves on an imaginary line, depending on which pole they feel more aligned to. On a voluntary basis they explain why they have chosen this position.</p> <ul style="list-style-type: none"> • How long do you take to choose clothing in the morning? (short to long) • Is the brand important for you when shopping for clothes? (unimportant – important) • How often do you buy new clothes? (daily – at the most 1x per year) • How important is the brand for you when it comes to choosing shoes? (unimportant – important) • Do you like spending a lot or little money on clothes? (little – much) • Do you wear many pieces of clothing from the wardrobe? (more than 5 – less than 5)
Tips for performing the activity	<p>The exercise can also be done independently with the help of the worksheet „My look“. After completing it the students compare their answers working with a partner .</p> <p>The worksheet can be scanned and then evaluated. Once the frequency has been counted, this can be converted to %.</p>
How to evaluate the activity?	-
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Worksheet “My look”

1. How long do you need to choose your clothes in the morning?

- < 5 min.
- 5-10 min.
- 10-20 min.
- 20-30 min.
- > 30 min.

2. How important is the brand for you when you buy clothes?

- Very important
- Rather important
- Rather unimportant
- Unimportant

3. How often do you buy new clothes?

- About 1x/week
- About 1x/month
- Every 2-3 months
- Every 6 months
- About once a year
- Less frequently

4. How important is the brand for you when you buy shoes?

- Very important
- Rather important
- Rather unimportant
- Unimportant

5. How much money do you spend in average for clothes in a month?

- < 10
- 10-30
- 30-60
- 60-100
- > 100

6. How many clothes from your closet do you really wear?

- Almost all
- About 2/3
- About half
- About 1/3
- Very few



Module Title	Sustainable consumption
Activity Title	Views on the scale: what can I do to save energy?
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	Interactive game; discussion on how students understand how they can save energy in everyday life.
Activity preparation	-
Materials & hand-outs	Paper tape
Duration of the activity	20 minutes
Group size(s)	No limit
Activity instructions	<p>The teacher sticks paper tape on the floor of the classroom and marks one end with 0, the middle with 50 and the other end with 100. Then the teacher makes a statement and asks students to take the position along the tape according to what they believe or do. Examples of statements:</p> <ul style="list-style-type: none"> • When leaving the room, I always turn off the electricity. • I have at home a washing machine that is labelled electricity class A+++. • I never keep the refrigerator door open too long.
Tips for performing the activity	-
How to evaluate the activity?	The teacher asks why students took a certain position. Students can express and defend their opinion. The most important part of this exercise is to discuss how everyone can save energy.
Further information	The project "Know your Lifestyle – Introducing Sustainable Consumption in Second Chance Education"



Module Title	Sustainable consumption
Activity Title	Influence of the commercials on the human behaviour
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	<p>Student</p> <ul style="list-style-type: none"> • is able to evaluate the message of different advertisements and its credibility, understands that not everything advertised is useful for people and the environment • prefers environmentally friendly products and materials • critically evaluates environmental information
Activity preparation	Print out worksheet "Commercials"
Materials & hand-outs	Various advertisements from newspapers / magazines (tobacco, food, medicines, household chemicals, etc.) brought by the students
Duration of the activity	60 minutes
Group size(s)	No limit
Activity instructions	<p>Our daily lives are filled with different choices. We have to make decisions every day, there is a choice between different messages and ads. All of them offer, sell, recommend something. It is important to know that right choices and understand what is being offered to young people through advertising. It is important to know that so many products are not good for us or for the environment.</p> <p>Advertising is a message of an influential nature, the content of which tells about different products and their features, various services or ideas, with the aim of making them consume, accept them or make them pleasant; is geared to the different needs of the people.</p> <p>Introduction: A conversation about where we meet advertising every day (TV, radio, newspapers, magazines, streets). Ask the children to talk about which ads they remember the most.</p> <p>Development of the topic: Divide the children into working groups of four. Also quickly recall the rules of group work. Each group receives a worksheet with questions and one ad. Afterwards, each group presents the results of their work. Other groups have the opportunity to ask questions and give their own assessments.</p>
Tips for performing the activity	-
How to evaluate the activity?	The teacher asks why students took a certain position. -
Further information	Windmill hours. Environment and sustainable development as a cross-cutting theme in the general education school curriculum. Center for Development Programs EMI-ECO, 2002



Worksheet “Commercials”

1. What do you want to sell with this ad?
2. How is the product characterized in this ad?
3. Does this ad provide all the information about the product being promoted?
4. What information is missing?
5. What techniques have been used to promote the product?
6. How reliable is this ad? Why?



Module Title	Sustainable consumption
Activity Title	How to survive on the deserted island?
Activity target group	Students 13-18 years old
Introduction	face-to-face activity
Aim of the activity	Discussion about what we want and what we need
Activity preparation	Print out worksheet "How to survive on the deserted island?"
Materials & hand-outs	-
Duration of the activity	60 minutes
Group size(s)	No limit
Activity instructions	Group work and discussion according to the worksheet. Create groups with 4 students in each group. After the groups have filled in the worksheet let them discuss the topic with another group to notice what similarities and differences they had in their answers. Discuss in the class what could be the best solution.
Tips for performing the activity	-
How to evaluate the activity?	-
Further information	Economics textbook. Basics of business. Student handbook. Junior Achievement, 1995



Worksheet “How to survive on the deserted island?”

Important information about the island:

1. There is a wide sandy beach around the island, but the mountains in its central part are covered with a dense jungle.
2. There are many fruits and vegetables in the jungle, but finding and picking them is dangerous and difficult.
3. A fresh spring gives water to a stream that flows into the bay.
4. Jungle palms can be used for baskets, hats, capes, etc. The fibres of the trees can be used to make twine and fishing nets.
5. There are many fish in the ocean, but also many sharks.
6. You only have one matchbox. If you want to have a fire, try to keep it around the clock.
7. There are wild thunderstorms on the island almost every night during this time of year.
8. During the day, the sun is usually bright and the weather is hot.
9. You are not prepared for the hike. You only have the usual sovereigns, tanning clothes and no food supplies.

Answer the following questions:

1. What resources do you have? (Don't forget human resources: wisdom, imagination, energy and skills).
2. What are your basic needs?
3. What do you need to meet your most important needs?
4. What services are needed? (The service is, for example, collecting campfire material)
5. How do you organize your activities to get the things and services you need? (For example, is each person responsible for meeting their own needs? Do managers assign people to certain jobs?)
6. How do you distribute products and services? Does everyone just have to get an equal share? What do you do when someone is lazy and is not doing their part?