



Your CO₂- Calculator

Pedagogical material to
complement the CO₂
Calculator: project ideas and
work suggestions

Foreword - your CO₂ calculator

Climate change is no longer questioned by scientists, but how can global warming be stopped and possibly reversed? The problem is complex, the goal supposedly simple: reducing the CO₂ footprint.

All life emits carbon dioxide into the atmosphere. Plants need it to live. Everyday activities, from surfing the internet to eating a burger and drinking a cup of coffee, also release greenhouse gases. However, these gases can store much more heat than the atmosphere normally does. The result is a greenhouse effect in which the temperature of the planet rises. This rise in global temperature can cause ecosystems to fail, species to become extinct and extreme weather events in the form of storms, floods and droughts to increase.

However, the less CO₂ and other greenhouse gases are released into the atmosphere, the easier it will be for the climate to stabilise: In this way, CO₂ neutrality can be aimed for and climate change averted. In this way, CO₂ neutrality can be aimed for and climate change averted.

The brochure is intended as educational material to accompany the online tool *Your CO₂-Calculator*.

The calculator was developed by the organisation klimAktiv and adapted to the Luxembourg context in collaboration with the Nohaltegkeetsrot. The calculation of the personal CO₂ footprint is based on questions that are answered in the following categories: Lifestyle, Travelling, Housing and Electricity. There are exercises in the brochure for each category that can be used to explore the topics in greater depth.

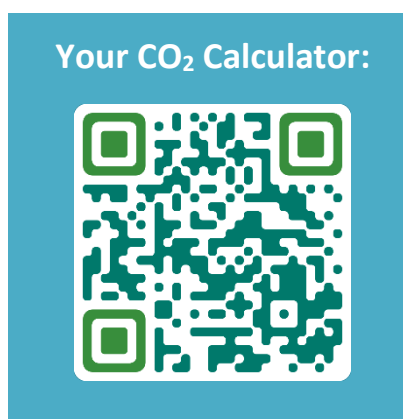


Table of contents

I. Sustainable mobility	4
I.1. My mobility – my footprint	4
I.2. Planning a class trip	6
I.3. On foot/by bike to school – the safe way to school	6
I.4. Car as status symbol?	7
II. Energy and climate change	8
II.1. Our daily energy consumption	8
II.2. Analyse and discuss controversial statements about the climate	9
II.3. Let's talk about ... climate <i>change</i> , climate <i>crisis</i> , climate <i>catastrophe</i> ?	10
III. Food	12
III.1. Organic products and regionalism vs. globalisation	12
III.2. Food production	13
III.3. At the supermarket	13
III.4. Eating meat: Meatless Monday?	13
III.5. Anti-Gaspi: taking up the issue of food waste	14
IV. Fast Fashion	17
IV.1. What makes me tick!	17
IV.2. How much do I need?	17
IV.3. Where do my clothes come from?	18
IV.5. Sustainable products: What are they? Who buys them?	19
IV.6. Why do we consume?	19
V. Waste avoidance and recycling	21
V.1. How waste is created?	21
V.2. How does waste avoidance/recycling actually work?	21
V.3. Does recycling make sense?	22
V.4. A matter for the politicians or for every individual?	23
VI. Imprint	24

I. Sustainable mobility

I.1. My mobility – my footprint

Design a survey – How do we get around?

Step 1: How do I get to school or to the cinema? How do I travel to visit friends? How do I go on holiday? The teacher leads a class discussion of these and similar questions. Pictures can be used to prompt oral contributions. The results are recorded on the board as keywords.

Step 2: Underpin these impressions with statistics. Based on the oral contributions, a survey is jointly designed (e.g. using Microsoft Forms, Doodle, SurveyMonkey, etc.) You can let small groups prepare 3–4 questions each. Clarify in advance what kind of questions are to be asked (open questions, yes-no questions, estimation questions, etc.). Following the work in groups, the questionnaire is put together using the best questions. Caution: Questions should be worded in such a way that they do not influence the interviewees.

Step 3: Make the statistics more robust by sharing the online questionnaire with other classes in the school.

Step 4: Evaluating the statistics. It would also be interesting to get the questionnaire completed by teenagers and then separately by adults. Whose footprint is more environmentally friendly?

I.2. Planning a class trip

The class is tasked with planning an imaginary or a real class trip:

First of all, the students need to consider the criteria to be used in their decision-making.

What things matter for them when travelling?

The various forms of transport should be evaluated by travel time, duration, comfort, price, CO₂ emissions or quality of the experience. Maybe you would experience more interesting things on a train or on foot, compared to in a plane?

The students should explore which type of transport they would choose, and for what reasons.

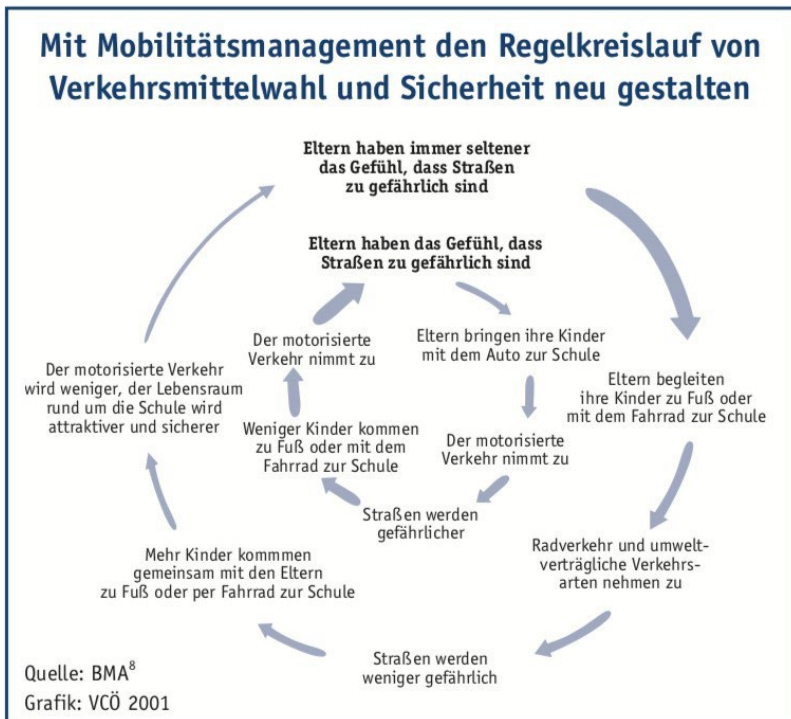
Follow-up discussion:

- What needs to happen for you to switch to the most environmentally-friendly alternative? What can you personally change?
- Should the politicians exert influence over people's decisions? How far can and should they go?

Additional discussion question:

Interrail or all-inclusive holiday? What do I expect from a holiday?

I.3. On foot/by bike to school - the safe way to school



The graphic above can be used as an icebreaker for this topic. The teacher gets the class to describe the graphic. What issues are being illustrated here?

After this, the class should try to design a “green” school travel map for one or more schools in the area. What is the safest route for cyclists and pedestrians? The map can be created digitally, so that it can be shared more easily with other classes afterwards. Green (safe) routes are drawn in on the map, and potential danger points marked.

After this work, it would make sense to get in touch with the school management, local authority officers or the Ministry of Mobility to flag up danger spots, to present possible solutions and to discover whether work on solutions is already underway.

Tip: This link is one way of evaluating a route:

<https://www.meco.lu/de/blog/documentcenter/veloskaart-lu-mehr-als-1500-problematische-stellen-fuer-das-fahrad-gemeldet/>



I.4. Car as a status symbol?

Discussion

The class arranges the chairs in a circle. The teacher places pictures of possible status symbols in the centre of the circle: cars, travel photos, selfies, photos of beautifully-presented meals, clothes, a yoga course, bikes, brand logos, etc. The students each choose one or two photos and explain why these photos particularly appeal to them.

A numbered rating line (1–10) is drawn on the board. Students place their photo on the board, based on the importance they *personally* attach to it. Once everyone has presented their status symbols, the class votes to produce a *joint ranking* of the five most important status symbols.

The teacher guides the discussion onto the (former?) status of cars in society.

- What are today's status symbols?
- What is the situation in Luxembourg?
- How do teenagers view the car? What are the reasons for that?

Following this, groups can work on various texts about the car as status symbol.

The groups present their results to the class.

- What do you learn in the text?
- What do status symbols look like today, or perhaps in the future?
- Do the students agree with the statements in the texts, or not?

Tips for reading:

<https://www.dw.com/de/das-auto-vom-statussymbol-zum-nutzgegenstand/a-38045277>

<https://www.commerzbank.de/portal/de/ratgeber/blog/statussymbol-auto.html>

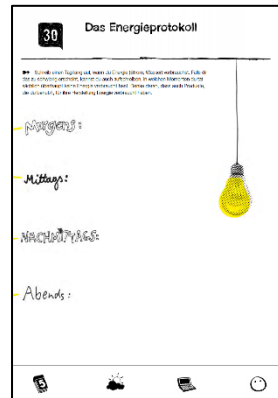
<https://www.zukunftsinstitut.de/artikel/statussymbol-auto-interview/>

II. Energy and climate change

II.1. Our daily energy consumption

Taking minutes, research, debate

1. Students should develop an awareness of where they use and consume electricity every day. For this, they can use e.g. pages 30–31 in the *Logbuch Politik* [Political log book]. ([La politique – ton carnet de bord – ZPB](#))



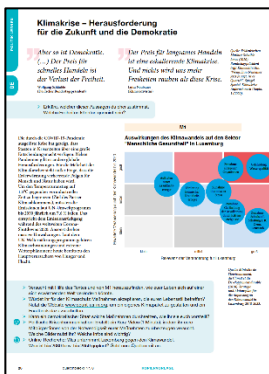
Other tasks:

2. How much energy is consumed when you make an internet search, or send a text, a photo or a video online? How much water is needed to cool the servers?
3. Research the electricity consumption of gaming and streaming. Compare this with energy consumption by towns and cities.
4. Where does our electricity come from?
 - Research where the electricity you use in Luxembourg comes from. What are the sources of it?
 - What concerns (political, environmental, etc.) might you have about the individual sources?
 - Which forms of energy produce the most CO₂ emissions? Create a ranking.

Concluding discussion round:

- Research what climate change means for Luxembourg, its citizens, and its economy.

Tip: You can find a graphic with suggestions for work using it and information about this in the worksheet (DE/FR) “Klimakrise – Herausforderung für die Zukunft und die Demokratie” [“Climate crisis – a challenge for the future and for democracy”], in *Duerchbléck 8: Zukunft elo!?*, p. 26/50. https://zpb.lu/wp-content/uploads/2021/06/WEB_ZpB_Duerchbleck8_v01.pdf



II.2. Analyse and discuss controversial statements about the climate

Diskussion

Students are given the following statements to read about climate change and the politics of dealing with it. They are asked to respond to them: Which statements appeal to them? Which don't? What do they think about each statement? Why? Afterwards, the statements should be analysed and discussed in detail.

"I want you to panic. I want you to feel the fear I feel every day. [...] I want you to act as if our house is on fire. Because it is."

Greta Thunberg (Swedish climate activist)

At the World Economic Forum in Davos, 25 January 2019

But that's how democracy is. (...) The price for rapid action is the loss of freedom.

Wolfgang Schäuble (President of the German Bundestag)

Source: Feldenkirchen Markus/Schaible Jonas (2020).

Bundestagspräsident trifft Klimaaktivistin. [Bundestag President meets climate activist] "Wenn Frau Neubauer jetzt Ja sagt, ist es Quatsch" [If Ms Neubauer is now saying yes, it's nonsense.] Spiegel Spezial. Klimakrise. Aufbruch nach Utopia, 1 (2020).

The price of slow action is an escalating climate crisis. And nothing will rob us of more freedoms than this crisis.

Luisa Neubauer (German climate activist)

Source: Feldenkirchen Markus/Schaible Jonas (2020).

Bundestagspräsident trifft Klimaaktivistin. [Bundestag President meets climate activist] "Wenn Frau Neubauer jetzt Ja sagt, ist es Quatsch" [If Ms Neubauer is now saying yes, it's nonsense.] Spiegel Spezial. Klimakrise. Aufbruch nach Utopia, 1 (2020).

The polar ice caps are at an all-time high, the polar bear population has never been stronger. Where the hell is global warming?

Donald Trump (former US President)

On Twitter, 29 October 2014

- Compare the statements by Greta Thunberg and Donald Trump. What emotions are they looking to stir up in their audience? Are there facts or scientific findings supporting one of the statements? Which?
- Compare the statements by Wolfgang Schäuble and Luisa Neubauer. What criticism of politics is being discussed here? What are the arguments the two are putting forward?

II.3. Let's talk about ... climate *change*, climate *crisis*, climate *catastrophe*?

Research, Analyse, Discussion

- The various viewpoints on the changing climate are similarly reflected in the words used to describe it. Analyse the three phrases and how they affect you. What changes in our perception depending on which word is used as the second element in the phrase?
- What compositions of words are used by Luxembourgish political parties or organisations in civil society? Use a table to analyse the different opinions our political parties have on this subject. What importance do they attach to it?
- Do you consider these positions to be appropriate or not?
- Does the subject of climate and the environment play a role in your own election choices, or not? Draw up a list of your own priorities with ten social issues that are important to you, and compare this with others in your class.

So what can I do?

- Investigate how your personal carbon footprint is made up. What are the biggest items?
https://uba.co2-rechner.de/en_GB/
- Which are the areas where you yourself can have an influence? What are you prepared to do yourself? And what could you possibly convince others to do too?

Closing discussion:

During the coronavirus pandemic, we saw that the politicians were able to make massive interventions in our lives and in the economy relatively quickly in order to combat a crisis. Would that also be possible or advisable when it comes to climate change? Or are there differences between these two crises?

II.4. Can nuclear power stations save the climate?

Research and discussion

The teacher puts the two quotes given below up on the projector for the students, and discusses them with them. Who is saying what? What reasons could these people have for what they are saying? Who do you believe more? Why?

Using research, the students should engage with the issue and gather facts and figures. One part of the class gathers arguments for nuclear energy, the other part on the disadvantages. After this, the arguments and facts are presented.

Quote 1

The costs for solar and wind energy have fallen massively in recent years, while those for nuclear energy have risen significantly. The money that could flow into new nuclear power technology is lost elsewhere for cheaper, more sustainable alternatives. (...) The investment in new nuclear power plants is making the climate crisis worse. There's no doubt about that.

Mycale Schneider, from *World Nuclear Industry Status Report*, government advisor on nuclear energy, 2021 in the ARD programme *Fakt*.

Source: <https://www.mdr.de/wissen/vierte-generation-atomkraft-reaktor-klimawandel-100.html> (last accessed on: 11.05.2022)

Quote 2

Within 30 years, France is to be the first big country in the world to move beyond dependency on fossil energies, to strengthen its energy and industrial independence, and at the same time set an example for the climate. (...) These are decisions taken on the basis of expert knowledge and science. While we need to be cautious in extending the lifetimes of our reactors, I hope that no nuclear reactor currently operating will be closed in future, in view of the strongly increased demand for electricity (...).

Emmanuel Macron, President of France (February 2022)

Source: Volle Atomkraft voraus! Macron kündigt "Renaissance der Kernenergie" an. [Full ahead for nuclear power! Macron announces a "renaissance of nuclear energy"] <https://de.euronews.com/2022/02/10/volle-atomkraft-voraus-macron-kundigt-renaissance-der-kernenergie-an> (last accessed: 11.05.2022)

Possible supplementary activities:

- Where do Luxembourg's parties stand on nuclear power?
- What are the alternatives to conventional nuclear power (through nuclear fission)? Are there technical innovations that could supply sufficient clean energy in future?

Reading tip: <https://www.scinexx.de/news/geowissen/klimawandel-koennte-stromproduktion-gefaehrden/>

III. Food

III.1. Organic products and regionalism vs. globalisation

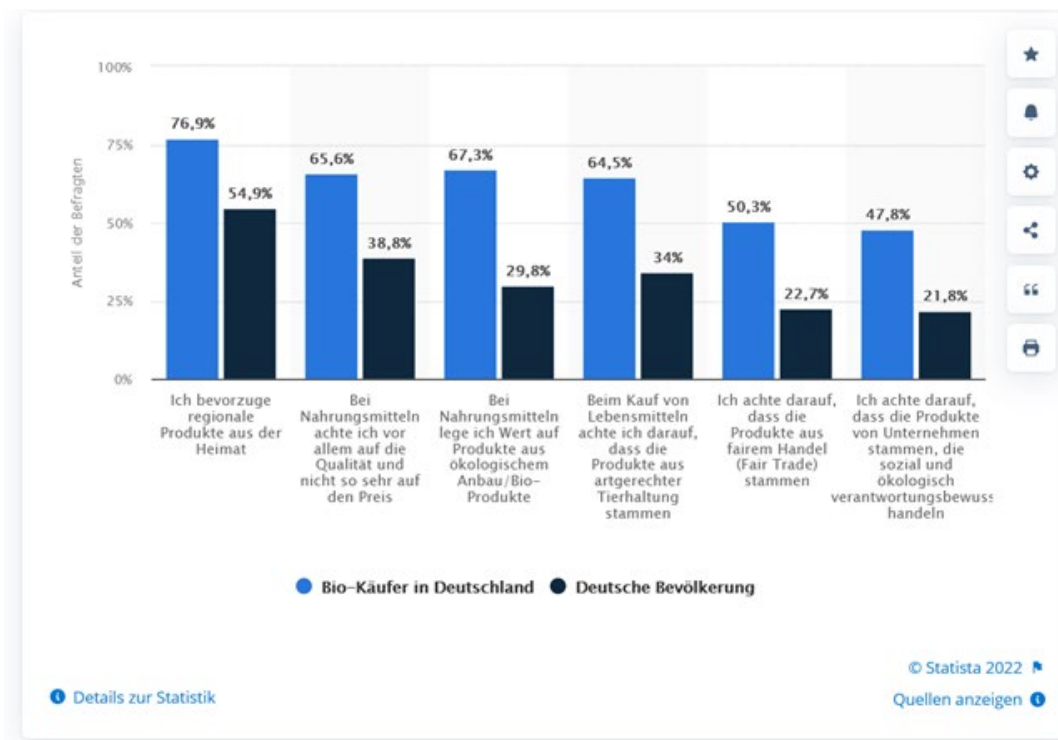
Evaluating statistics and preparing your own

The teacher copies the following statistics for the class, and asks students to evaluate them with a partner:

- What does the graphic show?
- How can you explain the data and the differences?
- How could you check these possible explanations?

After this, a statistical chart is created with similar questions, reflecting the lifestyle and the consumer behaviour of young people (e.g. what they eat at school). The class first conducts this survey on themselves. After this, the survey is distributed to other classes and evaluated.

Percentage of those shopping for food in organic stores in Germany, compared against the 2021 population figure



III.2. Food production

Research and creative task on chocolate manufacturing:

Die Klasse wird dazu aufgefordert, in Kleingruppen den Produktionsverlauf von der Kakaopflanze zum Schokoriegel zu recherchieren. Die Gruppen konzentrieren sich dabei auf

- Based on your research, illustrate the production cycle from cocoa to chocolate bar.
- Produce your own drawing or photo collage to show the social and environmental impacts of conventional chocolate products, organic chocolate products and Fairtrade chocolate products.

Role-play: Vendor/Consumer

- Who chooses which product, and why? Work in small groups to come up with arguments.
- The class is divided into groups. One half of the class wants to sell organic, fairly-traded products. The other half are consumers. The sellers try to convince the consumers about their product.
- Evaluation: what problems came up? What (new) arguments were raised?
- After this, the class works together to design advertising for fairly-traded chocolate. What messages are they trying to convey to consumers? And how?

How can you recognise what is a conventional, an organic, or a fairly-traded food item? What quality labels are you aware of? Collect more labels, and explain them.

- *ConsommActeur* [Conscious consumer]: What is the significance of this term? Does your personal consumer behaviour have an influence? What responsibility do individual consumers have when it comes to food production?
- Discuss: What should food cost? Do social criteria and environmental criteria have to affect the price?

III.3. At the supermarket

Role play and creative task

Phase 1: In small groups, the class looks for criteria and arguments that are important to them when shopping.

Phase 2: The class is divided into two groups: One half of the class wants to sell organic and fair trade products. The other half consists of consumers. The sellers try to convince the consumers of their product.

What problems were there? What (new) arguments emerged?

Phase 3: The class works together to develop an advertisement for fair trade chocolate. What are they trying to communicate to consumers? And how? How would you proceed with an advertising poster? How about a commercial or on social media?

III.4. Eating meat: Meatless Monday?

Online research: What influence does eating meat have on our climate? Search for facts, figures and consequences. Then work together to create a mind map on the board. Was ist ein *Meatless Monday*? Woher stammt die Idee?

The teacher gets the class to conduct **online research** on the concept of *Meatless Monday*. The following questions should be answered:

- What is it? Where does the idea come from?
- How long has it been around?
- Where is it found? What has been the experience of practising it?

Students should work in pairs to look for and read online articles about *Meatless Monday*:

- What arguments are made, and by whom? Put together a list of arguments for and against.
- Are there reader comments on the articles? Which arguments are legitimate, in your view, and which are not? Explain using 2–3 examples.

Closing discussion: What do you think yourselves about this initiative? Does it seem sensible to you? What would be the alternatives?

Action: What is meat consumption like here in your school? Record the weekly meal plan for your school canteen. What is the consumption pattern like for your fellow students (conduct a survey, e.g. using Forms). Think about an action to draw the school community's attention to the issue (discussion round, posters, etc.)

III.5. Anti-Gaspi: taking up the issue of food waste

The teacher gets the class to take the quiz at the link given below. Afterwards, the class discuss what was new for the students, and what they found surprising.



Further questions:

- What could you do yourselves to combat food waste?
- What can a family/a school do to combat food waste?
- Are there initiatives in your local area aimed at combating food waste?

Place-mat: Gathering possible solutions for sustainable food

Materials: Sheet of DIN A1 or DIN A2; pens Time: approx. 30 minutes

Organisation: The teacher prepares the place-mats with the questions for the class in advance. (*What can be done differently? In the family? In my school? By me personally? By the politicians?!*) The class is divided into groups of four, and each group is given a place-mat and 15–20 minutes to fill it in. The students each write down an idea in the section in front of them. Then the place-mat is rotated, so that they have a new question in front of them. The group should answer the questions several times. Suggestions given by fellow students can also be supplemented. Once the specified time is over, the individual groups present their results.

Becoming active: The ideas thrown up under *In my school?!* are gathered together. Two or three of the suggestions are chosen by the class and worked on. After this, they are put to the student representatives and/or the school management, in writing or orally.

- What practical steps need to be taken to make these suggestions a reality?

QUIZ

Was wissen Sie über Lebensmittelverschwendung?

MERKEN

Was es mit dem Mindesthaltbarkeitsdatum auf sich hat, weiß doch jedes Kind! Wirklich? Testen Sie Ihr Wissen rund um das Thema Lebensmittelverschwendung!

Was ist der Hauptgrund für Lebensmittelverluste in Haushalten?

- unsachgemäße Lagerung
- zu kurzes Mindesthaltbarkeitsdatum
- zu große Einkäufe

1/10

<https://www.geo.de/natur/nachhaltigkeit/23255-quiz-quiz-was-wissen-sie-ueber-lebensmittelverschwendung> (last access: 14.03.2023)



Ich persönlich?

In der Familie?

Was kann man
ANDERS machen?

In der Politik?

In meiner Schule?

IV. Fast Fashion

IV.1. What makes me tick!

Positioning game

This positioning game is suitable as an icebreaker for discussing consumption. The teacher puts together a slide show with the various statements on clothes consumption, and prepares the classroom in such a way that the students can move around freely and position themselves in three corners. Posters with the following words are displayed in the corners: “Yes!”, “No!”, and “Don’t know”. The questions are read out or put up on the projector, and the students answer by positioning themselves by one of the three posters. This establishes an initial picture of what the class thinks. The teacher then asks a few questions to explore the position adopted by some students. The students should give short answers to these.

- Buying clothes makes me happy.
- I’m happy every time I put on a new item of clothing.
- The feeling of happiness lasts for a long time after the purchase.
- *Mantelsonndeg, sales/soldes, Black Friday, Braderie*? I’m off shopping!
- Brand-label clothes are important to me.
- Brands stand for quality.
- The main thing is that I’m “in”.
- The people sewing the clothes should be paid fairly.
- It’s important to me to know whether child labour was used in making the clothes.
- I have already looked into how my clothes are made.
- Fairly-produced goods are important.
- I buy clothes when I need them. All other considerations are irrelevant.
- I mend my clothes.
- I regularly buy fairly-produced goods.
- Environmentally-friendly materials are important to me.
- The fur on my hood comes from fur farms.
- I know shops that sell second-hand goods.
- I would buy second-hand goods.
- I own clothes or accessories made from recycled material.
- I pay attention to where my clothes were produced.
- When shopping, my motto is: Good price? That’s nice!
- Advertising and influencers affect my choice of clothes.
- Less is more.
- Quality is more important to me than quantity.
- The consumer is king, or queen.

IV.2. How much do I need?

Step 1:

Students are given the task of drawing up an inventory at home, along the following lines:

- How many items of clothing/pairs of shoes do I own?
- How long does an item of clothing/pair of shoes stay in my wardrobe?
- How often do I wear these items of clothing/pairs of shoes?

Step 2:

The students should assess for themselves whether and to what extent the contents of their wardrobe constitute a necessity.

- How do you assess the relationship between “really need” (necessity) and “want to own”?

IV.3. Where do my clothes come from?

Research

Materials: Items of clothing, world map, coloured pens, pins, coloured thread (alternatively, the activity can also be undertaken digitally)

In advance of the activity, the teacher establishes the three pillars of sustainability (the environment, society and the economy) with the class.

Next, students are instructed to work in pairs and to choose 2-3 items of clothing they often use day to day. Using the labels, they are asked to identify where the clothes were manufactured. On a map of the world, the students display where their clothes come from (analogue or digital display).

Once the map has been created, it is presented to the others. In the class discussion, the following questions can be raised:

- Are there similarities between the various maps?
- Why is more produced in certain countries?
- What does this mean for the three pillars of sustainability?

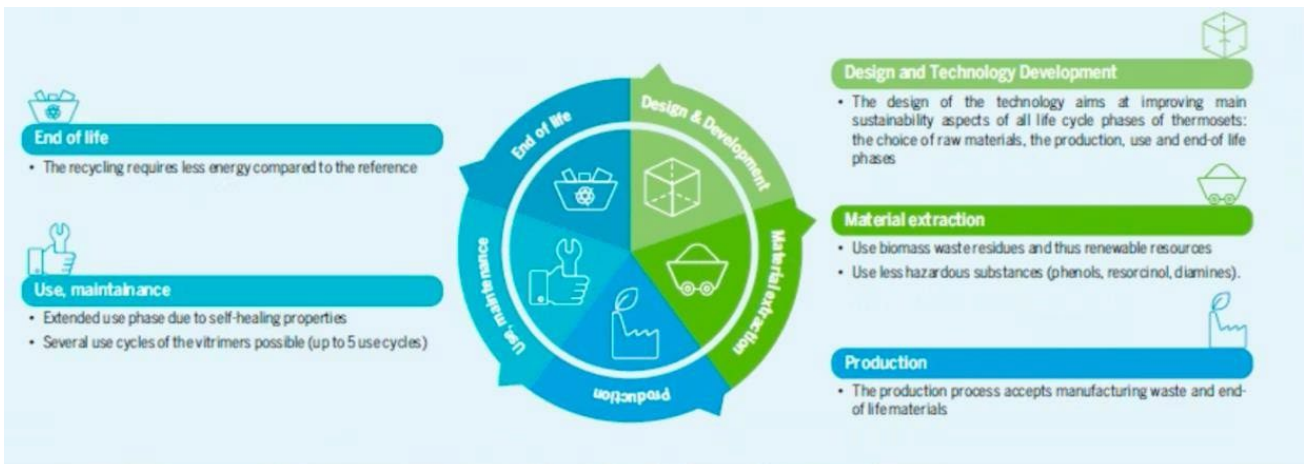
Tip: The teacher can also bring in recent statistics on clothes or fabric production, so that the class results can be compared with these figures.

The lifecycle of an item of clothing

The teacher or the students bring in some items of clothing (jeans, T-shirt, jogging trousers, winter coat) for a group activity. The students are tasked with the following:

- Research the various stages of production for your item of clothing. For jeans, for example: planting/growing, weaving, dyeing, artificial ageing (vintage look), transport, selling.
- Create a simplified diagram of this manufacturing process.
- Supplement the diagram, if possible, with a geographical map showing the journey the product takes. How many kilometres has your item of clothing covered before it is sitting on the store counter or delivered to your door?

Analyse your item of clothing using the following graphic: How does your item score in the individual areas?



IV.4. Sustainable products: What are they? Who buys them?

The teacher hands out labels to the class which can be found on clothing. The students are asked to find out which stand for sustainability, and where the labels come from. What precisely do they mean? Analysis of the statistics below can serve as an input.



Follow-up discussion:

- Do the labels have an influence on people's purchasing behaviour? What are the reasons people have for deciding on a particular product?

In bigger classes, the statistics can be fine-tuned using an online survey tool. Does the result change?

IV.5. Why do we consume? – Reflection using the place-mat method

Research

The class is divided into small groups (max. 4 students). Each group is given a place-mat with four questions. The students each write a sentence or a keyword into one area. The place-mat is then rotated. The next student adds a keyword, or adds to a statement already on the sheet. There can be several rounds of this. Afterwards, each group presents its results.

- What are a person's essential needs?
- Why are there needs that go beyond this?
- What is a need that is important to you personally?
- Who or what influences people's consumer behaviour?

Is my consumption harmful for other people?

The teacher lets the students work in groups or pairs to research a topic each:

- Environmental pollution through the conventional growing of cotton, irrigation issues
- Environmental pollution through chemical dyeing processes
- Working conditions of workers in Bangladesh, Turkey, etc.

The students create a poster with the following viewpoints:

- What are the disadvantages and advantages for me?
- What are the disadvantages and advantages for those involved in the manufacturing process?
- Who profits most?
- How does that impact the environment?
- What can I do as a consumer to contribute to a positive solution?

Second-hand shops in Luxembourg?

Where can you buy second-hand or upcycled products in Luxembourg?

School project/Class project: Swap-shop

Why not organise a swap-shop for clothes ahead of the summer holidays or for project days/weeks?

V. Waste avoidance & recycling

V.1. How waste is created

The following tasks can be set for the students as groupwork, to address the topic of waste avoidance or recycling:

- Where do you produce waste? What are the occasions when a lot of waste is created?
- Research online how much household waste per capita is generated in Luxembourg. What was the trend in the volume of waste produced over recent years? What happens with this waste in Luxembourg? (You can signpost the class towards STATEC or publications such as *Luxembourg in figures*.)
- Over a specified period (day, week, month), record the amount of waste produced in your home / in your classroom / in your school.

Research: What opportunities, programmes, or initiatives exist in Luxembourg for avoiding waste, reusing products, or repairing them? Put together a list of initiatives in your area.

V.2. How does waste avoidance/recycling actually work? – Make your own explanatory video

The aim is for students to inform themselves about the subject of waste avoidance or recycling, in order to create a short video afterwards. Half the class should create material on waste avoidance, and the other half on recycling. As they do so, the students should make a note of the sources used, and evaluate how reliable they are. Possible tasks:

Research:

- How does recycling actually work for e.g. plastics or aluminium? How can you avoid creating waste? Search for videos or texts that give you explanations. Check your sources: are the videos or texts reliable? Why do you think that?
- So many waste bins and waste sacks! What are the most common mistakes that we probably all make from time to time? When are you unsure when it comes to sorting waste? Gather examples on the board and search for answers. (e.g.: do you dispose of yoghurt pots with or without their lids? Can the pizza box go in the waste paper recycling? etc.)
- What does waste sorting and waste disposal look like in your school? Does everyone stick to the rules? Gather some photos.
- What can people do to avoid producing waste?

Creative task:

In small groups, create your own meme or a short video lasting a few seconds, in which you take up the issue of waste avoidance or explain a typical mistake when recycling, in a jokey or entertaining style. Agree the work with the class, so that everyone isn't doing the same thing.

- As a class, consider how you want to circulate your memes or videos at school, so that they reach as many people as possible.

Note: If student videos are being made on separating waste or about a waste issue in your own school, the school management should be informed about the project and involved in it. Students who are filmed must provide a consent form. If they are of age, they can sign the consent form themselves.

V.3. Does recycling make sense – Discussion round

Brainstorming

What's the point in recycling? Which sectors of business benefit from it? Which may not benefit? Start by brainstorming on the board.

Preparation: Then read the following text and compare it with your ideas. Use a table to record what is confirmed, and which ideas prove to be myths.

Text: [Was bringt Recycling wirklich? change räumt mit den Mythen auf \(change-magazin.de\)](https://www.change-magazin.de) [What's the point in recycling? *change* clears up the myths] ((QR Code for link))

Discussion: Discuss the sense and purpose of recycling. Choose a discussion format for this (e.g. American debate as a 2-v-2 format).

The following statement could be debated: *Ultimately, it makes no difference whether I separate my waste or not, as it's going to be sorted again anyway.* What facts and figures can be used to argue the case here?

Suggested reading: [Urban Mining: Deutschland recycelt sich reich | DW Deutsch Lernen](#) [Urban Mining: Germany is recycling itself rich] ((QR code))



V.4. A matter for the politicians or for every individual?

Positioning exercise

The teacher displays the following statements on opposite sides of the room. The students position themselves between the statements, on an imaginary line, with their closeness to the respective statement representing their opinion.

Statement 1

We can do more than just sorting waste or travelling by bike. We need to lobby for cycle paths, and to avoid creating waste in the first place. We can influence that. To do so, you have to become active politically.

Statement 2

Why should I in particular do something? The people in charge should take the decisions. It doesn't affect me, and on your own you can't achieve anything anyway.

Tasks

- Explain your position in relation to these two statements.
- Was it difficult to find your position? Why?
- Statement 1 challenges you to become politically active yourself. What do you take that to mean? Make a mind map together.
- As a young person in Luxembourg, how can you get involved in politics? What opportunities for influencing things are there if you are under 18? And what about when you are 18 or older? Make a table about this together.

Worksheets to look in more depth at the subject of participation

- The copy templates (DE/FR) "Partizipation" in Duerchbléck No. 5, 100 Joer Demokratie zu Lëtzebuerg, p. 26-27/46-47. [duerchbléck! 5 "100 Joer Demokratie zu Lëtzebuerg" - ZPB](#)
- The copy template (DE/FR) "Demokratie online" in Duerchbléck No. 6, click & go!?, p. 36/55. [Duerchbleck6-WEB.pdf \(zpb.lu\) \(\(QR codes\)\)](#)

Tips for trips: To look at the issue in greater depth, it is useful to compare shopping in the weekly market with shopping in the supermarket. Visits to SuperdrecksKëscht, SIDOR or Valorlux are suitable for taking a closer look at the issue.

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